DOCUMENT RESUME

ED 121 113 95 FL 007 623

AUTHOR Halasa, Ofelia
TITLE Cleveland Bilingual Education Program: Title VII ESEA.
INSTITUTION Cleveland Public Schools, Ohio.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Nov 75
NOTE 253p.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Biculturalism; *Bilingual Education; Bilingual Schools; Bilingual Students; Bilingual Teacher Aides; Bilingual Teachers; *English (Second Language); Kindergarten; *Parent Participation; Primary Education; *Program Evaluation; Second Language Learning; *Spanish Speaking; Student Attitudes; Student Evaluation; Teacher Evaluation; Test Results
IDENTIFIERS Elementary and Secondary Education Act Title VII; ESEA Title VII; *Ohio (Cleveland)

ABSTRACT

This 1974-75 evaluation report of the Title VII Cleveland Bilingual Education Program discusses the degree to which process objectives were implemented and product objectives attained, and the impressions of project and school staff and parents. The goals of the bilingual program were to develop the ability to communicate and function in Spanish and English and to acquire knowledge and understanding of the differences and similarities in the two cultures. The program served 520 children in 14 schools, grades kindergarten through three. A full program description details participants, project operations, staff development and parent-community involvement. Detailed evaluation at each grade level is included. Scope and sequence charts are drawn for language arts, mathematics and science. Numerous tables and charts provide statistics on test results, class ranking and performance scores. The program appeared to be relatively successful. Surveys indicated it was most effective in enhancing positive school attitude and motivation for learning, learning Spanish, and involving parents with the school. Shortcomings included failure to provide inservice sessions on bilingual teaching and ESL skills, late arrival of bilingual-bicultural materials and lack of a bilingual curriculum guide at the start of the year. (CHK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121113

FL

CLEVELAND BILINGUAL EDUCATION PROGRAM

TITLE VII ESEA

By:

Ofelia Malasa
Coordinator

Typed by:

Anna Marie Vina

Margaret Fleming
Director

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FL007623

BEST COPY AVAILABLE

CLEVELAND PUBLIC SCHOOL
November 1975

THE BOARD OF EDUCATION

CLEVELAND PUBLIC SCHOOLS

ARNOLD R. PINKNEY, President

GERALD F. SWEENEY, Vice-President

GEORGE D'ARSEA, Member

JOHN E. GALLAGHER, Member

JOSEPH M. GALLAGHER, Member

PAUL W. BRIGGS
Superintendent of Schools

TITLE VII CLEVELAND BILINGUAL EDUCATION PROGRAM

1974-1975

Parents' Advisory Committee

Members:

Mrs. Griffith (Clark)
3133 West 50th Street

Elva Rosario (Hicks)
2836 Carroll Avenue

Carmen Antacio (Orchard)
2806 West 43nd Street

Sonalie Laverty (Sackett)
3300 Poe Avenue

Mrs. McKelvey (Scranton)
2533 West 19th Place

Mrs. Marlene Stirkson (Watterson-Lake)
7010 Wakefield

Jean Cislak (Waring)
1618 East 33rd Street

Mary Douchany (Clark)
5411 Clark Avenue

Milton Canizaro (Clark)
3122 West 44th Street

Judy Sulkanzyk (Clark)
3030 West 47th Street

Maria Caterina Severende (Clark)
3036 West 47th Street

Beverly Baskerville (Hicks)
1755 West 25th Street

Martha Montenegudo (Sackett)
3407 Daley Avenue

Mrs. George Markham (Sackett)
3809 Aubert

Mrs. Gladys Torres (Scranton)
2618 Scranton

Carmen Claudio (Watterson-Lake)
5913 Clifton

Norma Baldon
1506 East 54th Street

Carmen Figueroa
1713 East 32nd Street

Joan Frawley (Waverly)
1880 West 65th Street

Lucmila Kirko
6010 Madison Avenue

Mrs. Steven Garret
6118 Superior

Mrs. Scotty Miller
6803 Bonn Avenue

Community Representatives

Roberto Lugo, President
Spanish American Committee

Gerardo Gomez, President
La Casa Puertoriquena

Roberto Rodriguez, President
A. M. Vets, Post 57

Pedro Tierio, Director
Offic. of Commonwealth of Puerto Rico

Mrs. Gloria Munoz, Chairman
Spanish American Day Care Center

S. M. Maldonado, Chairman
Chairman S. A. C. Mt. Comm.

Jose J. Labrador, Professor
Cleveland State University

TABLE OF CONTENTS

Page

I. INTRODUCTION 1

OBJECTIVE 1

HISTORICAL BACKGROUND 1

SUMMARY OF OPERATIONS ..... [illegible]

II. BENEFITS OF FISHERIES ..... [illegible]

SUMMARY OF BFI FISHERIES ..... [illegible]

CONCLUSIONS AND RECOMMENDATIONS ..... [illegible]

III. PROGRAM DESCRIPTION ..... [illegible]

PARTICIPANTS ..... [illegible]

PROJECT OPERATIONS ..... [illegible]

STUDY SCHEDULE/COST ..... [illegible]

HARVEST/COMMUNITY EVALUATION ..... [illegible]

IV. EVALUATION ..... [illegible]

EVALUATION OF DATA-GAPS FOCUS AREA

[illegible] Personnel on Displacement ..... [illegible]
[illegible] Personnel on Float Fleets ..... [illegible]
[illegible] Personnel on Vessel-Based Employ ..... [illegible]

ASSESSMENT OF BILINGUAL FISHERIES PROGRAMS ..... [illegible]

BENEFIT ESTIMATES ..... [illegible]

V. APPENDICES

A-1: [illegible] ..... [illegible]

A-2: [illegible] ..... [illegible]

A-3: [illegible] ..... [illegible]

A-4 & A-5: [illegible] ..... [illegible]

TABLE OF CONTENTS (Continued)

Page

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

Contents

		Page No.
Figure 1:	Overview	12
Figure 2:	Analysis of Survey Schedules for the Functional Re-Alignment Programme	28
Figure 3.1:	Percent of Re-activated Electricity Consumption after Year 2010	47
Figure 3.2:	Re-Classification of Reasons of Disconnection at End Period Reference Customer	115
Figure 4:	Sequence of Work with Regional Representatives Discussions Since the Commencement of Programme	208
Table 4.1:	Sequence of Reports of Discussions at Workshop Re-Commencement	45
Table 4.2:	Commencement in Power Use Plan Year Wise Annual Consumption at 1st Jan [ ]	52
Table 4.3:	Monitored Power Disciplined Survey Grade Business Unit and Procedure Staff at the Electricity Distribution Building	61
Table 4.4:	New Connection in Neighbourhood Domestic Customers per Period Compared to Public [ ]	63
Table 5.1:	Sequence of Re-Connection Charges Applicable Between Re-Connection Charges Applicable Re-Connection	81
Table 5.2:	Commencement in Power Use Plan Year Wise Annual Consumption at Grade [ ]	87
Table 5.3:	Plan Difference in Neighbourhood Domestic Customers per Period Compared to Grade [ ]	92
Table 5.4:	Sequence of Re-Connection Charges Applicable Between Re-Connection Charges Applicable Re-Connection	95
Table 5.5:	Monitored Power Disciplined Survey Grade Commencement per Procedure Staff at the Electricity Distribution Building	99

[illegible]	[illegible]	[illegible]
[illegible] 1	[illegible]	[illegible]
[illegible] 2	[illegible]	[illegible]
[illegible] 3	[illegible]	[illegible]
[illegible] 4	[illegible]	[illegible]
[illegible] 5	[illegible]	[illegible]
[illegible] 6	[illegible]	[illegible]
[illegible] 7	[illegible]	[illegible]
[illegible] 8	[illegible]	[illegible]
[illegible] 9	[illegible]	[illegible]
[illegible] 10	[illegible]	[illegible]
[illegible] 11	[illegible]	[illegible]
[illegible] 12	[illegible]	[illegible]
[illegible] 13	[illegible]	[illegible]
[illegible] 14	[illegible]	[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

TITLE VII CLEVELAND BILINGUAL EDUCATION PROGRAM

I. INTRODUCTION

In the United States today, there are millions of children and adults trying to live and function within a cultural and linguistic mainstream new to them. For the adults who are already oriented to a way of life and whose range of responses is organized around familiar cues, the process of adapting to a new environment can be very difficult. For the children who are thrust into a new set of living and learning conditions before they have fully learned the language and ways of their native culture, the results can be devastating. The new setting threatens and often destroys the children's personal growth and self-concepts. For these children, the transition from home to school is traumatic and intensifies feelings of insecurity. The children seldom know English when they enter school and thereby lack the most important tool for learning: language. They are caught between two cultures and two languages, neither of which seems readily accessible.

The 1970 Census of U.S. Population (U.S. Bureau of of the Census, Census of the Population: 1970, General Social and Economic characteristics, Final Report PC (1 - C37, Ohio) recently reported 95,128 Spanish-speaking persons in the state of Ohio. Approximately 21,000 of this number representing 22%, were reportedly living in the Greater Cleveland area. The reported count of 21,000 Spanish-speaking persons in this area represented a significant increase from the reported number of 5,000 Spanish-speaking persons in the 1950 Census of Population.

The high proportion of Spanish-speaking children in the Cleveland Public Schools has been confirmed in a recent survey of children with a "home language other than English," conducted under the Compliance Law of Title I. This survey conducted by the Cleveland Public Schools' Division of Research and Development in March 1975, revealed the following key findings:

- Approximately 55% of the children (prekindergarten to high school) identified to have a "home or primary language other than English" (N=5,388) were reported to speak Spanish.
- Of the 2,954 children who were reported to have Spanish as their primary language, approximately 63% (N=1,855) were attending prekindergarten to grade 6; the remaining 37% (N=1,089) were at the secondary level.
- Distribution of Spanish-speaking pupils according to five levels of language dominance as defined by the Title I Compliance Law was as follows:

		N
A.	Speak only this language.	100
B.	Speak mostly this language and some English.	631
C.	Speak this language and English equally.	673
D.	Speak mostly English and some of this language.	1,336
E.	Speak only English.	204

- Approximately 23 of the 134 elementary schools reported at least 5% of their pupil population speak Spanish. At the secondary level, 5 of the 43 schools reported at least 5% of their enrollment population speak Spanish.

The Cleveland Public Schools, committed towards a concept of a multicultural education, operated the Cleveland Bilingual Education Program during the 1974-1975 school year under Title VII funding. This program, representing a bilingual-bicultural education, involved instruction in two languages: the child's native language (Spanish) and the English language. This approach prevents the children from lagging in their school performance until they have acquired some proficiency in the English language. It also results in a broader education for participants as they develop literacy in Spanish and in English. Furthermore, this approach utilized the study of

two cultures which enables children to acquire norms, values, attitudes and skills that are consistent not only with their new environment, but also with their native culture. Development and maintenance of pupils' self-esteem and real pride in both cultures becomes a realistic expectation.

Objectives

The primary goals of the bilingual program were two-fold: To develop the ability to communicate and function in Spanish and in English (bilingualism), and to acquire a knowledge of and understanding of the differences and similarities shared by two cultures represented by the participants (biculturalism). Its immediate objective is the provision of an effective program covering full subject areas of bilingual instruction for learning, enrichment and adjustment purposes at the lower primary grades.

The 1974-1975 program implementation represented its first year of program operation, and therefore, focused on program planning and development (curriculum, staff recruitment, in-service, etc.). The process objectives were as follows:

1. Three models for implementing a bilingual program will be developed in the proposed schools depending on availability of qualified participants, willingness of participants (parents) to enroll in the programs, availability of qualified staff and decision of the school principals. The models are described briefly below:

   . Model A: A comprehensive program of bilingual instruction in Spanish and in English language, at Grades 1-3 will involve team teaching across all subject areas, involving a dominant English-speaking or regular classroom teacher and a dominant Spanish-speaking teacher, assigned to a class of dominant Spanish-speaking and dominant English-speaking children.

   . Model B: Provision of bilingual teacher assistants at kindergarten classes.

   . Model C: Provision of a bilingual teacher at the upper elementary grades to provide language maintenance classes for acquisition of second language skills in Spanish and in English.

2. A comprehensive program of bilingual instruction will be concentrated at the lower primary grades (Grades 1-3), with daily instruction to be conducted in Spanish and in English covering traditional subject areas. Organization of these classes may be graded or ungraded, depending on the number of available participants and on the decision of school principal.

3. A bilingual-bicultural curriculum based on content and sequencing of presentation relevant to the Spanish and the American cultures will be developed and integrated into the teaching of basic subject areas for Grades 1-3 program.

4. Organization of the bilingual classes at Grades 1-3 may range from 1 to 2 classes in a given school depending on availability of qualified participants, parents' willingness of participants to enroll in this program, availability of qualified staff, and the school principal's decision.

5. Each class will be limited to 40 pupils, with approximately 40% representing dominant Spanish-speaking pupils, and the remaining 60% dominant English-speaking pupils.

6. A Project Advisory Board representing dominant Spanish-speaking and English-speaking community members will be created to provide some direction in the development of the bilingual curriculum for children at Grades 1 to 3.

7. A systematic and concentrated program for acquiring second language skills will be integrated into the comprehensive program of bilingual instruction at Grades 1 to 3.

8. In-service workshops will be held periodically during the school year and prior to the opening of the school year for Project staff. Periodic workshops during the school year will be held 2-3 hours every two weeks. This will focus on the following:

   - Introduction of basic skills for teaching English-As-A-Second Language to regular classroom teachers in the Project.
   - Discussions on different instructional strategies in bilingual education.
   - Actual demonstrations of different teaching techniques in bilingual education.
   - Application of differentiated and individualized instructional programs based on children's needs, strengths, weaknesses, and styles of learning.
   - Discussion of the history, culture, value systems, etc. that are unique and common to the program participants.
   - Discussion of available materials in the market as well as those that will be locally developed, which would reinforce basic skills.

- Effective utilization of supportive service staff and professional staff.

- Discussion of diagnostic techniques to assess child's strengths and weaknesses.

- Discussion of evaluation tools which teachers could use to evaluate their own style of teaching.

- Discussion of the team teaching approach -- advantages, disadvantages, etc. -- in a bilingual classroom.

- Discussion of teachers' expectations and cultural differences between participants.

- Effective ways of enlisting parents' participation in the program.

9. Regular school staff including the regular classroom teachers and the principal teacher will be involved in regularly scheduled in-service workshops focusing on:

   - Philosophy, theory, and rationale underlying the bilingual program of instruction.

   - Instructional strategies unique to the program.

10. A classroom observation schedule designed to determine critical variables operating in Model A classes will be developed and piloted during the school year.

11. Collection of achievement test data and self-concept measures in both languages for Model A classes will be made at the beginning and at the end of the school year and will serve as baseline measures for assessing growth in the second or third year of program implementation.

12. Bilingual teachers and teacher assistants will be assigned to teach second language skills in Spanish and English at the upper elementary grade level.

13. Supportive service representing psychology and social work will be integrated into the regular program of bilingual instruction.

14. Parents of participants will be involved in the program through workshops directed at informing them about the program, parent-group meetings, and participation in the Parent Advisory Committee.

15. Planning and organization of relevant field trips and cultural activities for participants or parents or both will be integrated into the program instruction.

Implementation of these process objectives could result in the attainment of the following product objectives:

A. Program

1. An objective classroom observation instrument designed to look at critical classroom variables affecting children's classroom performance, will be developed and piloted during the 1974-1975 school year.

2. Effective classroom components within a given model (kindergarten to Grade 3) will be identified, based on objective classroom observation schedules, school and project assessment, and on observations of outside expert observers serving as consultants.

3. A variety of instruments designed to assess bilingual dominance will be examined in order to select a valid instrument that could reasonably identify pupils who are truly Spanish-dominant and English-dominant children.

4. A curriculum program for the program emphasizing the scope and sequence for a bilingual program of instruction will be initiated during the first year of the operation under the leadership of the Project administrative staff. Such a bilingual program of instruction will be guided by the following objectives:

   - Acquisition of basic skills involving the understanding, speaking, reading and writing of Spanish-English language.

   - Acquisition of understanding of the Anglo-and Spanish-American culture.

B. Pupils

1. Participants at kindergarten will demonstrate significant growth ($p < .05$) in acquisition of basic language skills over a nine-month period, based on performance on the Test of Basic Skills Language subtest, Level K (administered in both English and Spanish) in their respective first and second languages.

2. Participants at kindergarten will demonstrate significant growth ($p < .05$) in basic readiness skills over a nine-month period, based on performance on the Test of Basic Skills Math, General Concepts and Social Studies subtests administered in both English and in Spanish.

3. Differences on TOBE measures between performances in the first and second languages for both the English and Spanish dominant participants will decrease significantly ($p < .05$) over a nine-month period.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[redacted]

[illegible]

[illegible] [illegible] [illegible] [

- Approximately 59% (N=177) of the parents indicated their child enjoys going to school more than he used to (71 Spanish parents and 99 English parents).

- Approximately 54% (N=158) of the parents indicated their child appears to be more motivated to learn this year (60 Spanish parents and 98 English parents).

- Approximately 40% - 48% of the parents indicated that their child is more understanding of others who have different ethnic cultural background, feels prouder of his heritage, has greater self-confidence, and knows more English.

- Only 6% - 10% of the parents indicated their child was falling behind in his learning, or has expressed dissatisfaction with the program.

- Over 80% of the parents have heard of the program's name, with the majority learning about the program through their children or from their school.

- Approximately 50% of the parents have attended parent meetings at the school. Reasons given for not attending meetings included the following: work schedule, younger children at home, illness, no one to go with and no transportation.

6. Teachers' records of parents' participation in the 13 elementary public schools revealed that the most frequent participation occurred in the form of parent-teacher conferences, visits to Open Houses and classroom observations. The following key points were noted:

- An average of 55 parent-teacher conferences occurred monthly.

- An average of 38 parents attended an Open House.

- An average of four parents served as field trip chaperones per month.

- An average of four parents attended the Project instituted parent groups' meetings.

- An average of eight parents volunteered in the classroom per month, although some classes were noted to have no parent volunteers at all.

- An average of 30 parents came for classroom observations per month.

These findings (#1-6) indicated that Program outcomes specified

for staff and parents (pp. 8-9) were generally attained. As indicated earlier, Project--school staff, parents and the Spanish-American community at large, were enthusiastic about the Program's impact on School attitudes, motivation for learning among the pupils and the interest generated in learning and/or understanding of another culture. Attainment of six out of the eight specified product objectives for staff and parents reflected in general a relatively successful program implementation. The two non-attained objectives (#3-4 for Staff) were related to the staff's expressed dissatisfaction of the quality of in-service sessions, the lack of bilingual-bicultural classroom materials and bilingual-bicultural curriculum guide in the early part of the school year. The seriousness of these problems could not be overstated, but for a first-year program operation, problems of this nature appear typical.

7. Based on classroom observations by three professional observers, marked improvement in program implementation was noted between the first and second observations. Their descriptions of the bilingual classes reflected the variability in teaching practices, in number of classrooms used, and in the availability of materials. One observer had pointed out that classes in Title I schools appear to be "rich" in quality of overall instruction. This has been attributed to the number of Title I and DPPF Programs operating in these classrooms, allowing the teacher to have more materials, more aides, etc.

Classroom observation data indicated the following findings:

- Generally operating in a Title I School with access to other projects, e.g. Title I English-As-A-Second-Language, DPPF Reading Impact, Title I Resident Tutor Project.
- Increase in coordinated efforts at instruction between the two teachers.

- Increase in range of enrollment from 29-34 pupils in January to 32-34 pupils in May.
- Approximately 50% were English-dominant and the remaining 50% were Spanish-dominant + Bilingual children.
- Improvement in physical outlay of the classrooms over a four-month period, reflecting the mood of the bilingual-bicultural theme.
- Has charts of words in both Spanish and English language.
- Increased use of bilingual insturction although instruction by language is still common.
- Has adequate classroom materials depicting Puerto Rico, Cleveland, and the United States.
- Evidence of variability in intra-class groupings.
- Availability of more bilingual-bicultural materials during the second observation as compared to the scarcity of such materials at the first observation.
- Increased evidence of cooperative planning between the two teachers.
- Teachers' encouragement of pupils to use their dominant or secondary languages.
- Appeared to be wanting in displays of materials, that represented ethnic groups other than the "American" and Puerto-Rican.
- Presence of materials with different levels of difficulty in the English language.
- Ratings of both teachers ranged from 4.00 to 4.54 (5 as the highest and 1 as the lowest) in four areas of teaching behaviors: Organization, Friendliness, Creativity and Responsiveness.
- Absence of materials in the Spanish language reflecting different levels of difficulty.
- Increased evidence of individual and small group instruction.
- Increased acceptance of classroom observations by the teaching staff.

8. Classroom observations of 14 classes by the PAC members in April revealed markedly enthusiastic reactions about the 14 bilingual

classes. Approximately 75% of the 28 Observation Records (2 observations per classroom) reported that the ongoing program represented their idea of what a bilingual class should be. The following key points were noted on the PAC's Observation Records.

- At least 90% or more of the classrooms observers had charts of words in both Spanish and English language, reading materials in English, materials and displays on United States.
- Approximately 70% or more had reading materials in Spanish, materials and displays on Spanish-American homes, families, etc., had separate instruction in the two languages, had teaching activities using both English and Spanish.

9. Responses of 12 English teachers reported the following projects operated in their classes:

Project	No. Class
English-As-A-Second-Language Project	8
Reading Impact	6
Designs for Learning	1
Resident Tutor	2
Others	4
(Perceptual-Motor Development)	
(PSSP-Science)	

10. Although school principals were generally receptive of the Title VII Cleveland Bilingual Program, their general perceptions of its primary goals appeared to be somewhat different from the general program intent. This particular finding may be a function of their initial exposure to a program of this nature. Rank-ordering of 12 program objectives by the principals in degree of importance revealed the following six to be the more important objectives, listed in the order of importance:

- Improve reading skills of pupils in the Project.
- Improve arithmetic skills and self-esteem or self-confidence.
- Provide individualized attention to pupils in need of special help.

- Improve other academic skills of participants and acquire second language skills.
- Implementation of "bilingual instruction" through team teaching.
- Improve school attitudes and increase motivation of the pupils to learn.

Product Objectives: Degree of attainment of 15 product objectives (Table A) specified for program participants indicated the general effectiveness of the Title VII Cleveland Bilingual Education Program. The attainment of most of these objectives, notwithstanding the indicated operational problems typical of first-year programs, was unexpected. As noted from Table A, gains over eight-to-nine month period were generally statistically significant for both the English-Dominant and the Spanish-Dominant + Bilingual groups on different test instruments, at first grade[1] to third grade. The implication is that the program has been generally effective in enhancing the acquisition of language facility skills, but also in improving achievement. It should be noted however, that attainment of these objectives at Grades 1-3 varied from School to School for the two language groups. As a group for example, Grade 1 children regardless of language dominance may have demonstrated significant gains over time for a test measure. However, analysis by School revealed that a few schools may show unusually large gains while some hardly made any gains. Improvement in teachers' ratings of participants on three factors, Class Perseverance, Facility in Spanish and Facility in English, appeared to be limited to those at kindergarten and Grade 1. The following key findings supplements Table A:

---

[1] Attainment of Objective #1-4 for kindergarten children (p. 6) were not assessed because of serious errors in test administration.

TABLE A

SUMMARY OF DEGREE OF ATTAINMENT OF PROJECT OBJECTIVES FOR PARTICIPANTS

Grade-Objective No.	Test Instrument-Language of Administration	L-R	✓	Grade-Objective No.	Test Instrument-Language of Administration	L-R	✓
Kindergarten				Grades 2-3			
O1	TOBE Language, Math,	E-R[3]	o	O10	TOA-2 Oral Vocabulary,	E-R	✓
O2	Science, Social Studies English Spanish	S-R+R[3]		O11	Classification, Analogies and Numbers English Spanish	E-R	✓
O3	TOBE Subtests English and Spanish	E-R S-R+R	o		California Achievement Reading English		
O4	TOBE Subtests English Spanish	E-R Vs. S-R+R	o	O12	TOA-2 Subtests English Spanish	E-R S-R+R	-- --
Grade 1				O13	TOA-2 Subtests English Spanish	E-R Vs. S-R+R	--
O5	Test of General Ability	E-R	✓				
O6	(TOA-1) Oral Vocabulary, Numbers, Classification and Analogies English Spanish	E-R	✓	O14 E-Grade 1	Aptitude-Language Patterns in English Reading	E-R+R	✓
O7	California Achievement Reading English	E-R S-R+R	✓ ✓	Grades 2-3			--
O8	TOA-1 Subtests English and Spanish	E-R S-R+R	-- --	O15 E-Grades 2-3	Aptitude-Language Patterns in English Spoken	E-R	--
O9	TOA-1 Subtests English Spanish	E-R Vs. S-R+R	✓	Grade 1			✓

[1] [2] [3]

Refer to pp. E-R: Language-Dominant; Retained; S-R: English-Dominant, S-R+R: Spanish-Dominant + Bilingual

*Not assessed because of errors in test administration.

3. Both English-dominant and Spanish-dominant [illegible] children at Grade 1 demonstrated significant growth in acquisition of basic achievement skills, based on performance on the Test of Content Skills/1 subtests (Table 6), in both English and Spanish language.

Table 6

CORRELATED t-TESTS FOR PRE-POST MEAN RAW SCORE DIFFERENCES AT GRADE 1

Subtest	[illegible] (N=147)			[illegible] (N=[illegible])		
	Pre	Post	t	Pre	Post	t
English						
Oral Vocabulary	18.80	27.36	7.85*	21.89	28.74	21.84*
Numbers	3.74	7.65	21.24*	5.23	8.47	21.24*
Associations	21.82	25.69	13.21*	24.89	28.76	13.85*
Classifications	18.89	23.76	14.24*	9.27	23.89	21.85*
Spanish						
Vocabulario Oral	5.84	28.27	29.54*	12.76	27.45	41.84*
Números	1.83	3.88	8.84*	4.38	7.86	9.24*
Asociaciones	9.36	23.88	18.25*	14.85	24.23	21.39*
Clasificaciones	6.47	22.34	27.76*	9.87	23.89	21.84*

*p < .001

This finding indicated attainment of product objectives 1.0 for all program participants at Grade 1. It should be noted however, that significant growth over time for the two language groups did not occur for all subtests (N=12).

3. Program participants at Grade 1 demonstrated basic reading skills within the expectancy level, based on post-test performance on the California Achievement Reading subtest (Table 7). Although differences between the two language groups tended to favor the English-dominant children, differences were not significant (Multivariate F-Ratio = .81).

[illegible]

[illegible]

[illegible]	[illegible]			[illegible]		
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible] [illegible] [

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

bilingual-bicultural materials, and failure to provide for a bilingual curriculum guide at the beginning of the school year. Efforts to alleviate some of these perceived shortcomings were noted towards the end of the school year, based on classroom observations by three professional consultants from outside the district. For example, they reported "increase in availability of bilingual-bicultural materials..., increase in cooperative team efforts...," indicative of some attempts on the part of the program's administrative staff to be responsive to teachers' needs.

Attainment of most of the specified outcomes for program participants indicated program effectiveness in general. However, it should be noted that when test data was subjected to a more sophisticated analysis (Multivariate Analysis of Covariance) to look at effects of different factors (School, Language Dominance, Grade and Sex), the significant effects of School and Language-Dominance were consistently noted. In this regard, it should be noted that significant pre- post gains noted for both language groups at each grade was a function of some markedly large gains made at some schools, which appeared to make up for the very small gains made by the other schools. The influence of Language-Dominance factor as indicated in earlier findings, depended greatly on the language version of the test. As noted at Grades 1-3, the English-Dominant children demonstrated initial marked lead on the English version of the test which could not be equalled by the other language group at the year, despite the adjustments made for initial differences similar in pre-test measures. Similar observations were noted in performance on the Spanish version for Spanish-Dominant • Bilingual children. These findings suggest that diagnostic tools utilized to assess language dominance at these grade levels may be valid to some degree. The versions errors in test administration

at kindergarten strongly indicates the need for developing the competency skills of new teachers in this area. In addition, the search for valid, reliable and objective diagnostic instruments to assess levels of proficiency in the English language should be continued.

Recommendations to improve program implementation, based on survey interview and test data included the following:

1. Provision of pre-service sessions prior to the opening of schools to orient the Spanish teachers to the Cleveland Public Schools' curriculum and instruction.

2. Provision of pre-service sessions to orient the English teachers to the philosophy underlying the Bilingual Program.

3. Provision of inservice sessions during the school year to the teaching staff which would focus on such areas as:

   . Bilingual teaching techniques

   . Team teaching approach

   . Techniques for the teaching of English-As-A-Second-Language

   . Deffinition of roles and responsibilities of the English and Spanish teachers, and the bilingual teacher assistant.

4. Efforts should be initiated to involve local universities in providing inservice sessions focusing on selected topics.

5. Inservice sessions for bilingual paraprofessional staff members should be organized and should focus on the following areas:

   . Roles and responsibilities in the classroom.

   . Orientation to the Cleveland Public School Program.

   . Record-keeping and clerical skills in the classroom.

6. Utilization of a bilingual team of English and Spanish teachers to assist in the development of a bilingual-bicultural curriculum should be continued.

7. Bilingual teaching staff should be involved in planning and organizing inservice sessions.

8. Provision of a bilingual curriculum guide at the beginning of the school year which would help both teachers structure their program.

9. Parent involvement efforts should be strengthened and should be coordinated with similar activities at the local schools or comparable projects, e.g., Special Emphasis on Latin Cultures.

10. Communication with principals of participating schools should be strengthened. Efforts to inform the regular teaching staff in these schools about the philosophy underlying the Title VII Cleveland Bilingual Program should be initiated.

11. Recruitment of Spanish teachers who are certificated by the State of Ohio for the program should be initiated.

12. Search for a diagnostic instrument to assess levels of proficiency in the English language should be continued.

13. Coordination with the department or divisions of the different subject areas in the Cleveland Public Schools should be continued.

14. Program assessment should attempt to identify 'critical' operational classroom processes which enhances learning and teaching.

15. Systematic collection of information on pupils and on staff should be done during the school year to assess changes in attituded and/or achievement.

III. PROGRAM DESCRIPTION

A total of approximately 555 children were provided a complete bilingual program of instruction covering traditional subject areas, at kindergarten to grade 3 in 14 elementary schools. The program operated at the following schools (Refer to Chart I for enrollment figures).

School	Poverty Index[1]	Grade	N of Pupils As of 1/75
Clark	31	2-3	35
East Madison	40	1	35
Hicks	62	1-2-3	29
Kentucky	63	1	32
Orchard	57	1	34
Paul L. Dunbar	52	1	31
Sackett	33	1	31
Scranton	42	1	30
St. Stephens	N.A.[2]	Kindergarten (N=2)	60
Tremont	61	1	35
Walton	45	1	34
Waring	50	1-2	29
Watterson-Lake	35	1-2	36
Waverly	40	1	25

Participants

Based on an ADM of 475 pupils, approximately 52% were considered English-dominant. The remaining 48% were reported to be Spanish-dominant and Bilingual children.[3] A description of participants by grade level based on pre-test data are summarized:

---

[1] Poverty index based on data prepared for 1975-1976 school year. It represents the ratio of the number of children on Public Assistance in a given school to the total school population. Estimated city-wide poverty to the index is 37.4.

[2] No data available for this parochial school.

[3] Identification of children according to language dominance were based primarily on teachers' observations, and is therefore, open to questions and bias.

CHART I

School*	Total number of children enrolled To-Date				Total number of children enrolled At-Date			
	Total	English-Dominant	Spanish-Dominant	Bilingual	Total	English-Dominant	Spanish-Dominant	Bilingual
A	32	17	6	9	24	14	1	9
B	36	15	14	7	30	14	11	5
C	38	20	6	12	33	20	5	8
D	35	16	7	12	38	16	7	15
E	38	20	11	7	27	16	6	5
F	38	16	10	12	32	15	8	9
G	36	18	--	18	29	9	1	19
H	46	29	17	--	26	19	7	--
I	41	25	3	13	36	22	3	11
J	32	21	2	9	26	19	2	5
K	70	22	1[illegible]	2	33	20	11	2
L	[illegible]3	13	2[illegible]	15	22	8	14	12
Average	37.00	19.33	9.25	9.67	29.67	16.00	6.33	8.33

* Based on reports of 12 English-Dominant teachers (regular classroom teachers) who were responding to the questionnaire.

Kindergarten -- Based on TOBE measures, teachers' ratings (1 as lowest and 5 as highest), and demographic data collected for 50 pupils, the following descriptive characteristics were noted:

- English-dominant children were functioning at the 41st percentile ranks in Language and in Math, and at the 64th and 69th percentile ranks in Science and Social Studies.
- Spanish-dominant and Bilingual youngsters were functioning at the 37th, 27th, 33rd and at the 39th percentile ranks in Language, Math, Science and Social Studies.
- Both groups were rated high on Class Perseverance (3.2 - 3.4) by the English teacher. However, ratings received by the two groups from the Spanish-teacher were lower, 1.85 for the English-dominant and 2.10 for the Spanish-dominant children.
- Mean Chronological Age for both groups was estimated at 72.65 months at the end of the school year.

First Grade -- Based on the Test of General Ability, 1-MS-K (Prueba de Habilidad General, $1\text{-}MS_e\text{-}K$) and teachers' ratings (Table 1) several key descriptive characteristics emerged:

- On the English version of the test instruments, differences between the English-dominant and Spanish-dominant Bilingual children were not markedly evident. English-dominant children expectedly tended to score higher than did the other group.
- Differences between the two groups on the English version appeared to center on the Oral Vocabulary and Numbers subtests.
- Performance of the two groups was comparable on Association and Classification subtests indicative of the non-verbal nature of the subtests.
- Differences between the two groups on the Spanish version of the test instrument were more pronounced, when compared to the English version.
- Differences between the two groups on the Spanish version were also markedly evident in the mean performance on the Oral Vocabulary and Numbers subtests.
- Teachers' ratings on Class Perseverance and Facility in the English language hardly differed for the two groups.

TABLE 1

DESCRIPTIVE CHARACTERISTICS OF FOUR CHAIR PARTICIPANTS BASED ON PRE-TEST DATA BY GROUPS

Variable	Group A Teachers				Group B Teachers			
	Regular Classroom (Anglo)		Spanish Bilingual (Hispanic)		Regular Classroom (Anglo)		Spanish Bilingual (Hispanic)	
	Raw Score	% Accuracy	Raw Score	% Accuracy	Raw Score	% Accuracy	Raw Score	% Accuracy
Test of General Reading (TOGR)								
Oral Vocabulary	13.00	72	11.00	61	5.00	28	12.75	71
Reading	5.75	72	5.83	73	1.83	23	6.00	75
Verbal	18.00	72	16.50	67	5.00	20	17.00	68
Nonverbal	11.00	73	10.83	72	3.00	20	10.00	67
Classification	10.00	67	9.50	63	6.67	44	9.67	64
Non-Verbal	21.00	70	19.33	64	17.50	58	19.00	63
Total	41.67	69	35.83	60	23.33	39	37.00	62
Bilingual Language Survey (BLS)								
Class Performance	5.00		5.00		5.00		4.75	
Fluency in Spanish	3.75		5.00		1.00		5.00	
Fluency in English	5.00		5.00		5.00		5.00	

[1] Rating Scale of 1-5 with 1 as lowest and 5 as highest. English denotes impression English teachers' ratings. Spanish denotes impression Spanish teachers' ratings.

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]		[illegible]		[illegible]		[illegible]	
		[illegible]		[illegible]		[illegible]		[illegible]	
		[illegible]		[illegible]		[illegible]		[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]									
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Classroom Observations. -- Observations of bilingual classes by three outside observers (an Evaluator of another Title VII Bilingual Program, a Puerto-Rican Associate Professor of History and an Associate Professor of Modern Languages from local universities) indicated generally positive impressions considering that it is a new program. Observation ratings of classes in January 1975 and in May 1975, based on a locally-devised classroom observation schedule revealed improvement in classroom teaching techniques, in team teaching, inclusion of bilingual-bicultural displays in the classrooms, and availability of instructional materials (books and supplies). The following represents a brief summary of observers' findings based on May 1975 observation. (Refer to Section IV Evaluation for complete details):

- Seven out of the 13 observed classes were using two classrooms.
- Most classrooms demonstrated charts of words in both languages.
- Most classrooms have instructional materials (books, magazines, etc.) in the two languages reflecting the culture and interests of the children.
- Separate instruction in Spanish and in the English languages observed in most classes may be a function of the degree of language dominance of the children and the lack of experience with bilingual techniques.
- Evidences of small-group instructions were noted.
- Evidences of teachers' encouragement for children to speak in their dominant language were noted.
- Classroom materials in the English language reflect different level of difficulty.
- Evidences of rapport between the children and the teachers were noted.

Staff Development

The Project's program of staff development, represented one of the most critical program components. It attempted to focus on the following objectives:

- To introduce the staff to the philosophy and rationale underlying the Title VII Cleveland Bilingual Education Program.
- To introduce the staff to different bilingual instructional techniques including the application of English-As-A-Second Language teaching techniques.
- To impart to the staff a basic understanding of the history, culture and value system which is unique and comments to the Spanish and American cultures.

Project records of in-service sessions for the 1974-1975 school year are summarized on Chart III.

Teachers' assessment of the 1974-1975 in-service session was less than lukewarm, which appeared to be a function of the growing pains of a first year program. Survey responses of the teaching staff on the in-services sessions are summarized on Table 3 in response to the following question:

- The following topics represents content areas that should have been covered in inservice sessions relative to the 1974-1975 Program Proposal. Indicate whether the indicated topic was covered by putting an "X" in one of the boxes under the appropriate column.

CHART III

RECORD OF IN-SERVICE SESSIONS SEPTEMBER 1974 - JUNE 1975

Month	Date/Time	Subject Matter	Staff in Attendance		
			Teachers-Instructional Aides	Paraprofessionals	Others
September	9/17 1:30 - 3:15	Orientation to the Bilingual Program for bilingual teachers	13		
	9/25 1:30 - 3:15	Introduction to Bilingual materials	17		
October	10/3 3:15 - 4:15	Evaluation procedures	25		
	10/4 All day	Orientation to the Cleveland Public School System for new teachers	11		
	10/7 2:00 - 4:15	Orientation to Bilingual Program for Teacher's Aides		11	
	10/11 2:00 - 4:15	Orientation to Community Aides		7	
	10/28 3:15 - 4:15	Evaluation	24		
November	11/18 1:00 - 3:00	Introduction of Spanish Curriculum Development Center (Bilingual Materials)	13		
	11/25 1:30 - 3:30	Role of the Community Aide		6	
December	12/18 3:15 - 4:15	Concerns of the Bilingual Program	17		

CHART III (CONTINUED)

Month	Date/Time	Subject Matter	Staff in Attendance		
			Teachers-Instructional Aides	Para professionals	Others
January	1/16	Workshop for Community Aides	2	7	
	1/20 2:00 - 4:15	Part II of the Psychologist involvement in the Bilingual Program	21		5
	1/23 9:00 A.M.	To discuss the organization of the Advisory Board		2	8
	1/29 2:00 - 4:15	To introduce Dr. Martin to the Teacher Assistant and to try to answer any questions they may have concerning their job and the problems thay may encounter		14	2
February	2/10 3:15 - 4:15	Follow-up workshop with Psychologist	20		3
	2/12 8:30 - 3:15	All day Bilingual Curriculum workshop	25		6
March	3/4 8:30 - 2:00	Workshop to discuss Science in the Bilingual class			
April	4/7 2:00 - 2:50	Testing procedures for Screening Testing	16		4
	4/21 3:15 - 4:15	Science Curriculum	5		

CHART III (CONTINUED)

Month	Date/Time	Subject Matter	Staff in Attendance		
			Teachers-Instructional Aides	Para professionals	Others
April (Continued)	4/28 3:15 - 4:15	To discuss plans to attend a Saturday workshop on Spanish curriculum in Lorain, Ohio	17		3
	4/30 3:15 - 4:15	Science Curriculum	5		1
May	5/5 3:15 - 4:15	Testing	16		3
	5/7 3:15 - 4:15	Curriculum Team	5		1
	5/14 3:15 - 4:15	Curriculum Team	4		1
	5/17 9:00 - 3:00	Pot Luck! Santillana Workshop	18		1
	5/19 3:15 - 4:15	Tour of Holcomb's Warehouse	22		1
	5/28 3:15 - 4:15	Curriculum Team	4		1
June	6/2 All day	Science Workshop	21		3
	6/4 3:15 - 4:15	New Proposal	18		3
	6/11 3:15 - 4:15	Summer Workshop	18		3

TABLE 0

P & S DISTRIBUTION OF RESPONDENTS RESPONDING AFFIRMATIVELY

Topic	Total		Teachers			
			English		Spanish	
	P	%	P	%	P	%
- Introduction to teaching second-language skills.	7	28	--	--	7	54
- Introduction to different bilingual techniques.	9	24	1	8	5	38
- Observation of bilingual class (demonstration, etc.).	18	72	8	67	10	77
- Introduction to differentiated-individualized instructional techniques based on children's needs, strengths and weaknesses.	8	32	2	17	6	46
- Introduction to history, culture, value systems of American and Latin-American cultures.	13	52	4	33	9	69
- Materials for bilingual instruction-commercially and locally developed.	23	84	11	92	12	92
- Utilization of paraprofessionals (teacher aides, community aides).	17	68	8	67	9	69
- Utilization of psychological services as a supportive component.	23	92	11	92	12	92
- Use of Diagnostic Techniques to assess child's strengths and weaknesses.	12	48	5	42	7	54
- Use of Teachers' Self-Assessment Techniques.	8	32	3	25	5	38
- Use of Team Teaching Approach.	12	48	5	42	7	54
- Discussion of Teachers' Expectations and Sensitivities to Cultural Differences.	11	44	4	33	7	54
- Effective ways of enlisting parent involvement.	9	36	3	25	6	46

The three topics covered during in-service sessions for the 1974-1975 school year, based on the majority opinions of teaching staff respondents included:

- Materials for bilingual instruction -- commercially-and locally-developed.
- Utilization of psychological services as a supportive component.

The topics reported to have not been covered by the majority of the staff respondents included:

- Introduction to different bilingual techniques.
- Introduction to teaching second-language skills.
- Introduction to differentiated-individualized instructional techniques based on children's needs, strengths and weaknesses.
- Use of Teachers' Self-Assessment Techniques.

- If you mark Yes to the indicated item, rate the degree to which these topics have been helpful to you as a bilingual classroom teacher. Mark an "X" in one of the three boxes under the appropriate column which represents the following ratings:

[ ] Most helpful; [ ] Helpful; [ ] Not helpful

If there is topics listed on the preceding page, the three in-service activities noted to be the most helpful included:

- Materials for bilingual instruction-commercially and locally developed.
- Utilization of paraprofessionals (teacher aides, community aides).
- Utilization of psychological services as a supportive component.

[illegible] [illegible] [illegible] [

[illegible]

[illegible] of groups of participants and the [illegible] [illegible] [illegible] implemented] as of the program and various program components. The Times for Assessment Activities Program has involved students and [illegible]. Prior the beginning of the program implementation the data which were to the annual program assessment. The following activities were completed [illegible] the ongoing assessment of the program to be [illegible] to assess program outcomes participants in the program.

- Interviews of a [illegible] participants [illegible] of previous years, parents and [illegible] children the activities [illegible] [illegible] [illegible] interviews from the program.
- Administration of a [illegible] [illegible] Parent Questionnaire and Time Participant [illegible] which is [illegible] [illegible] [illegible], and to determine program [illegible].
- Reviews were conducted [illegible] of student [illegible] [illegible] program and [illegible] [illegible] [illegible] the program [illegible].
- Parents were encouraged to [illegible] and [illegible] the [illegible] at [illegible] to [illegible] [illegible] to [illegible] [illegible]. The [illegible] [illegible] Program to [illegible] [illegible] [illegible] [illegible] [illegible].
- [illegible] of participants' [illegible] to [illegible] of the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

[illegible] [illegible] of [illegible] [illegible], [illegible] [illegible] of the program participants. [illegible] [illegible] of [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Table 1

TABLE 6

TITLE VII CLEVELAND BILINGUAL EDUCATION PROGRAM
SUMMARY OF PARENT-COMMUNITY CONTACTS BY MONTH

Month	Types of Activities						
	Home Visit	Parent Meeting	Team Meeting	Staff Meeting	Telephone Call	Referrals to Other	School (Name) Visit
September	112	7	36	13	18	12	18
October	173	15	51	18	27	7	36
November	135	11	39	19	37	17	25
December	64	2	43	26	18	9	16
January	172	7	43	11	33	10	37
February	127	2	44	10	41	9	36
March	249	6	53	9	58	12	58
April	170	5	27	18	64	10	45
May	287	10	24	18	97	13	64
June	57	2	12	5	13	3	8
Total	1,546	67	372	147	406	102	343
Average	154.6	6.7	37.2	14.7	40.6	10.2	34.3

Assessment of Title VII Bilingual Classes by PAC. -- The Parent Advisory Committee (Title VII PAC) consisted of parents, community leaders and teachers and represented the community interests' in the implementation of this program. The observation team of 14, were recruited from this group. Selection of parents to represent the Observer team was intended to represent parents' view-points in conjunction with the changes called for by the 1975 Title VII Bilingual Education Act (Refer for further details in Section IV, Evaluation).

The 14 parents consisted of 6 Anglo and 8 Spanish parents. Each classroom was visited twice by two different parents on different occasions. Parents were assigned to classes where they have no children.

All 14 observers have visited classes: 11 have visited the bilingual class of their children, while 3 have visited only non-bilingual class.

Based on a total of 28 classroom observations, observers' feedback was markedly positive. Their overall impressions of the 14 classrooms revealed that at least 3/4 of the classes showed evidences of the different types of information called for by the 13 items on the Observation Schedule (refer to detailed report on Section IV, Evaluation). The following key findings were noted:

- Responses of parents based on their descriptions of the classroom were very positive, indicating that program implementation was proceeding as planned.
- The highest score was noted for item 1, "Are there charts of words in Spanish for children to learn?" with all 14 classes reported to have it.
- Approximately 3/4 of the completed observation record forms indicated that the nature of program implementation represented their idea of bilingual education.

IV. EVALUATION

The 1974-1975 evaluation of the Title VII Cleveland Bilingual Education Program focused on assessing the degree of attainment of the product objectives (refer to pages 6-9) and on assessing the degree of implementation of the process objectives (refer to pages 3-5). This report will be addressed to the following questions:

- What are the effects of Sex, Language-Dominance and School factors on basic achievement skills as measured by the different standardized measures?
- Is there any evidence of significant growth in basic skills over time?
- At what grade level is the program most effective?
- To what degree are the process objectives implemented?
- What are the identifiable operating factors which contributed to the program implementation?
- What are the impressions of Project and school staff re program operation?
- What are the impressions of parents about the program? What suggestions had they offered for program improvement?
- What are the impressions of the staff relative to impact on second language skills and on learning of basic subject areas from their professional judgment?

The following procedures were utilized to assess the 1974-1975 Cleveland Bilingual Education Project:

- Collection of pre-post data on a variety of standardized readiness test measures which were analyzed statistically:
  - Multivariate Analysis of Covariance.
  - Correlated t-tests.
- Observations of classroom procedures:
  - Professional team of three.
  - PAC (N=14) Representatives.
  - Survey of staff impressions.

- Survey of school principals.
- Survey of parents of participants.
- Periodic on-site visitations and informal interviews with Project and School Staff.

Evaluation of 1974-1975 Title VII Cleveland Bilingual Education Program at Kindergarten

Assessment at this grade level was designed to respond to the following questions:

- Were there evidences of significant gains in readiness skills and language-attitude ratings?
- To what degree did Sex and Language-Dominance of children contribute to children's readiness performance and language-attitude ratings?

Design. -- The basic evaluation model was a multivariate analysis of covariance design, Sex x Language-Dominance (2 x 2) to assess the effects of these two factors on children's year-end performance at kindergarten. However, a correlated t-test was also used to assess pre-post growth over a nine-month period.

The two factorial multivariate analysis of covariance design consisted of these factors and levels:

- Sex
  - Girl
  - Boy
- Language-Dominance
  - English-Dominant
  - Spanish-Dominant-Bilingual

The dependent and independent variables in the different analyses runs are summarized on Table 7.

TABLE 7

SUMMARY OF VARIABLES USED IN THE MULTIVARIATE ANALYSIS RUNS AT KINDERGARTEN

Run	Dependent Variable	Independent Variable
1	Post measures on TOBE in English: Language, Math, Science and Social Studies.	Pre measures in English: Language, Math, Science and Social Studies.
2	Pre measures on TOBE subtests in English.	--
3	Post measures on TOBE subtests in Spanish.	Pre measures on Spanish subtests.
4	Pre measures on TOBE subtests in Spanish.	--
5	Post ratings by English teachers on the Attitude-Language Rating Scale.[1]	Pre ratings by English teachers on the same Scale.
6	Post ratings by Spanish teachers on the same Scale.	Pre ratings by Spanish teachers on the same Scale.

[1] Factor analysis of a 20-item Language-Attitude Rating Scale revealed three factors: The first factor, Class Perseverance (#5, 6, 12, 16, 18, 19), taps pupils' orientation towards classroom tasks, e.g. perseverance at task completion. The second factor, Facility in the Spanish Language (#4, 8, 10, 11, 14, 15, 17, 20), taps the degree to which pupils use the Spanish language in the classroom. The third factor, Facility in the English Language (#1, 3, 7, 9, 13) taps the degree to which pupils use the English language in the classroom. Refer to Appendix A-4 thru A-5 for a copy of the Attitude-Language Rating Scale.

Presentation of Findings

Findings relative to TOBE data are not presented in this report because of serious errors in test administration. The following were noted for pre- post changes on the Attitude-Language rating scale:

- Overall significant group differences in Attitude-Language ratings by either teacher favored the Spanish-dominant-Bilingual children.

- Differences between boys and girls on the attitude-language ratings were not significant.

The following discussion will attempt to respond to the following questions:

- Was there any evidence of significant improvement in attitude-language ratings?

Table 8 presents a summary of the results of the correlated t-test analyses for pre- post ratings on the Attitude-Language Rating Scale. Improvement in language-attitude ratings was consistently noted for ratings by the Spanish teacher for both groups over time. This may be suggestive of the different biases operating in the two teachers as a function of differences in teaching experiences, in teaching competency skills, in backgrounds etc.

TABLE 8

CORRELATED t-TESTS FOR PRE-POST RELATIONS BY FACTOR

Factor	Teacher	English Teacher (Mr.[illegible])			Spanish Teacher (Mrs.[illegible])		
		Pre	Post	t	Pre	Post	t
Class Perseverance	English	5.62	5.63	0.05	5.52	5.63	0.77
	Spanish	1.85	2.07	6.27**	2.10	3.14	5.70**
Facility to Spanish	English	1.30	1.87	5.55*	2.35	3.62	1.35
	Spanish	1.15	1.45	3.74**	1.50	2.00	2.85*
Facility to English	English	4.87	4.62	-1.62	5.05	4.55	1.01
	Spanish	2.95	5.40	3.59**	2.72	5.60	2.55*

*p < .005
**p < .01
p < .05

- The Spanish teacher appeared to be more likely to see improvement among her pupils, regardless of language dominance, than did the English teacher.

- The English teacher saw significant improvement in evaluation of facility in Spanish for the English-dominant children.

for ratings of pupils on the other factors did not attain significance.

In summarizing briefly, significant improvement over time on the attitude-language ratings was limited only to judgments made by the Spanish teacher. The English teacher hardly saw any improvement, except in the expectation of facility in Spanish by the English-dominant children.

The next discussion will respond to the following question:

. What are the effects of language-dominance and sex on children's performance on attitude-language ratings?

Table 9 presents the results of findings resulting from the two analyses made. Significant overall group differences in attitude-language ratings were in favor of the Spanish-dominant + Bilingual children. Differences between boys and girls did not meet significance.

Table 9

SUMMARY OF MULTIVARIATE F-VALUES FOR DIFFERENT GROUP COMPARISONS AT DIFFERENTIATION

Analysis for #	English Dominant Vs. Spanish-Dominant+Bilingual		Girls Vs. Boys	
	Multivariate F-Value	Group With Advantage	Multivariate F-Value	Group With Advantage
#1 Attitude-Language post ratings by English teacher	3.69*	Span. Dom. + Bilingual	1.49	--
#2 Attitude-Language post ratings by Spanish teacher	6.69*	Span. Dom. + Bilingual	1.44	--

Table 10 shows the observed advantage of the Spanish-dominant + Bilingual children over the other group. The observed advantage of Spanish children appeared to be a function of significant growth in expectation of facility in Spanish, based on the English teachers' ratings. Interestingly enough, based on Spanish teachers' ratings the expectation

of the Spanish dominant and a function of significant improvement in both languages.

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

To determine significant pre post improvement in principle language settings two ancillary acts to settings of the Spanish teacher. The classroom difference between these two teachers due to a function of differences in teaching experiences, teaching competencies, attention to the principals addressing the Title VII Transitional Bilingual Education Program, etc. The Spanish-dominant - bilingual children has successful advantage over the other language group, based on Cartesian data at the end of the year. Interestingly, both teachers seemed to see greatest improvement for the Spanish-dominant - bilingual children than for the other group.

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

TABLE 14

CORRELATED t-TEST FOR OBSERVED PRE-POST MEAN RATING DIFFERENCES ON ATTITUDE-LANGUAGE RATING SCALE BY ENGLISH TEACHER AT GRADE 1

School Language Dominance	N	Factor: Class Perseverance Pre	Post	t	Facility in Spanish Pre	Post	t	Facility in English Pre	Post	t
A	24	3.81	3.52	-2.20**	2.25	2.65	3.78*	4.10	4.24	1.01
English	17	3.94	3.52	-2.85*	1.69	2.12	3.5*	4.59	4.64	0.37
Spanish	7	3.46	3.52	0.20	3.61	3.95	1.65	2.91	3.29	0.99
B	7	4.69	4.2	-4.95*	2.57	2.29	- 1.29	4.87	4.31	-2.82**
English	5	4.91	4.50	-3.30**	1.81	1.65	- 7.56	4.97	4.60	-1.63
Spanish	2	4.84	4.09	-9.38	4.44	3.88	- 8.69	4.60	3.60	-2.00
C	29	3.73	4.28	5.15*	2.56	3.66	6.14*	3.42	4.12	3.71*
English	14	4.07	4.35	1.22	1.95	2.91	3.13*	3.94	4.27	1.38
Spanish	15	3.40	4.22	5.17*	3.13	4.35	6.20*	2.93	3.97	3.93*
D	33	3.06	3.06	0.02	2.43	2.45	0.18	3.06	3.42	2.70*
English	16	2.77	2.95	0.89	2.02	1.57	- 5.07*	2.93	3.77	7.36*
Spanish	17	3.34	3.18	-0.73	2.81	3.28	2.20**	3.18	3.09	-0.48
E	23	3.97	4.17	2.34**	2.25	2.67	3.48*	4.77	4.92	1.20
English	16	4.02	4.24	2.04	1.57	2.11	3.70*	4.96	5.00	0.85
Spanish	7	3.86	4.00	1.07	3.81	3.95	0.77	4.31	4.74	1.04
F	30	4.09	4.04	-0.30	2.35	2.74	3.25*	3.96	4.40	3.54*
English	14	4.30	4.51	0.98	1.37	1.72	2.96*	4.47	4.96	2.80**
Spanish	16	3.90	3.63	-1.07	3.20	3.63	2.09**	3.52	3.91	2.20**
G	24	4.33	4.33	0.05	3.29	3.34	0.33	4.29	4.69	3.27*
English	9	4.78	4.66	-1.75	1.97	2.13	0.85	4.89	5.00	1.47
Spanish	15	4.06	4.27	1.44	4.08	4.06	- 0.08	3.93	4.51	3.23*
H	21	4.00	4.11	0.94	2.48	3.28	6.33*	4.18	4.48	2.44**
English	15	4.05	4.10	0.38	1.94	2.89	7.41*	4.45	4.61	1.52
Spanish	6	3.89	4.14	1.19	3.84	4.25	1.61	3.50	4.13	2.06
I	9	2.92	3.20	2.18	2.02	3.20	5.79*	3.80	4.18	1.61
English	3	3.11	3.28	1.75	1.08	1.59	1.92	4.93	4.80	-1.00
Spanish	6	2.82	3.17	1.79	2.49	4.00	11.57*	3.23	3.87	2.12
J	28	3.63	3.48	-3.24*	1.78	2.02	2.20**	4.47	4.46	-0.19
English	21	3.81	3.60	-3.21*	1.51	1.75	2.17**	4.60	4.57	-0.30
Spanish	7	3.9	3.74	-0.85	2.57	2.86	0.88	4.09	4.11	0.23
K	22	4.13	4.47	2.63*	2.38	2.71	1.71	4.58	4.80	2.47**
English	17	4.38	4.61	2.06	2.08	2.16	0.45	4.81	4.93	1.41
Spanish	5	3.29	4.00	2.09	3.40	4.58	3.07**	3.79	4.36	2.54

* $p < .01$; ** $p < .05$

TABLE 15

CORRELATED t-TEST FOR OBSERVED PRE-POST MEAN RATING DIFFERENCES ON ATTITUDE-LANGUAGE RATING SCALE BY SPANISH TEACHER AT GRADE 1

School Language Dominance	Factor								
	Class Perseverance			Facility in Spanish			Facility in English		
	Pre	Post	t	Pre	Post	t	Pre	Post	t
A	3.12	3.36	2.29**	2.34	2.16	- 1.42	3.93	4.37	2.94*
English	3.08	3.33	2.32*	1.64	1.51	- 1.97	4.38	4.78	3.09*
Spanish	3.21	3.43	0.82	4.06	3.72	- 0.76	2.86	3.37	1.22
B	4.75	3.49	- 3.89*	2.57	4.61	4.11*	4.87	4.71	- 1.24
English	4.88	3.48	-22.40*	1.82	4.61	14.60*	4.97	4.71	-14.90*
Spanish	4.42	3.50	- 0.64	4.44	4.63	3.17	4.60	4.70	0.20
C	3.65	4.27	4.66*	2.92	3.97	5.18*	3.46	4.17	5.21*
English	3.86	4.38	2.88*	2.25	3.62	3.62*	4.13	4.72	4.70*
Spanish	3.46	4.18	3.62*	3.54	4.30	4.89*	2.83	3.67	3.50*
D	3.48	3.78	2.18**	2.87	2.97	1.33	3.65	3.99	2.51**
English	3.40	3.42	0.07	2.37	2.21	- 1.05	3.92	4.41	3.70*
Spanish	3.56	4.13	3.09*	3.23	3.69	2.94*	3.40	3.59	0.83
E	3.93	4.53	6.24*	2.42	2.89	2.50**	4.63	4.89	2.23**
English	3.94	4.49	4.54*	1.71	2.46	4.01*	4.85	4.92	1.11
Spanish	3.90	4.62	4.56*	4.02	3.88	- 0.37	4.11	4.83	2.25
F	4.16	4.49	2.34**	2.30	2.53	2.18**	4.21	4.47	1.96
English	4.62	4.90	2.12**	1.47	1.76	2.83*	4.94	4.89	- 0.63
Spanish	3.76	4.14	1.54	3.03	3.20	0.97	3.56	4.11	2.49**
G	4.46	4.28	- 1.76	4.31	4.28	- 0.22	4.65	4.38	- 1.43
English	4.54	4.50	- 0.26	3.49	3.75	1.09	4.91	4.51	- 2.16
Spanish	4.41	4.14	- 1.92	4.80	4.60	- 1.96	4.49	4.29	- 0.69
H	3.94	3.96	0.08	1.44	2.47	6.37*	4.42	4.20	- 1.39
English	4.07	3.91	- 1.05	1.00	2.06	9.57*	4.83	4.45	- 3.02*
Spanish	3.64	3.53	- 0.14	2.52	2.92	0.44	3.40	2.93	- 0.78
I	3.38	3.37	- 0.01	2.57	3.39	3.09*	4.10	3.34	- 2.52**
English	2.78	3.40	2.83	1.59	3.41	11.38*	4.93	3.37	3.09*
Spanish	3.67	3.36	- 1.56	3.06	3.37	1.78	3.68	3.33	- 1.78
J	3.23	3.19	- 0.35	2.07	2.28	1.92	4.44	4.24	- 2.03**
English	3.13	3.02	- 1.24	1.67	1.71	0.50	4.61	4.26	- 3.94*
Spanish	3.50	3.71	0.80	3.30	3.98	2.43**	3.91	4.20	1.59
K	4.13	4.47	2.75*	2.43	2.45	0.11	4.61	4.84	2.18**
English	4.42	4.60	1.87	2.11	1.93	- 1.08	4.84	4.97	3.50*
Spanish	3.16	4.00	2.39	3.51	4.20	1.16	3.84	4.40	1.25

* $p < .01$; ** $p < .05$

of Spanish facility for both language groups. Spanish teachers' ratings demonstrated greater improvement for English-Dominant children.

The next discussion will focus on the following question:

. What are the effects of Sex, Language-Dominance and School on children's performance?

Findings from the multivariate analyses indicate that significant overall differences were attributed to the School and Language Dominance factors. Differences between Boys and Girls were generally non-significant (Table 16).

The frequency of significant overall group differences attributed to School factor appeared to be greater on the pre-measures than on the post-measures on the English version. The observed six significant group differences dropped to three on the post-measures. Only one of the six significant differences on the pre-measures was maintained (School E vs. B) on the post-measures. Meanwhile, the observed advantage of the English-dominant children over the Spanish-dominant + Bilingual children on the pre-measures were maintained on the post-measures of the English version. The reverse trend was noted on the Spanish version of the Test of General Ability. The frequency of significant group differences attributed to the School factor was greater on the post-measures, than on the pre-measures. The four significant group differences on the pre-measures increased to seven on the post-measures. The Spanish-dominant + Bilingual children maintained its initial advantage over the English-dominant children on the post-measures on the Spanish version of the Test of General Ability.

TABLE 16

SUMMARY OF MULTIVARIATE F-VALUES RESULTING FROM GROUP DIFFERENCES ATTRIBUTED TO DIFFERENT FACTORS

Analyses Run #	School Comparisons[1]																						ED Vs. SD+ Bil.***		Girls Vs. Boys	
	A Vs. B		C Vs. B		D Vs. B		E Vs. B		F Vs. B		G Vs. B		H Vs. B		I Vs. B		J Vs. B		K Vs. B							
	2*	3*	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3			2	3	2	3
#1 Test of General Ability (Post English)	5.95*	B	0.35	-	2.09	-	2.50+	B	0.24	-	7.10*	++	1.13	-	1.40	-	1.31	-	1.59	-			3.05**	#	1.11	-
#2 Test of General Ability (Pre English)	1.45	-	3.39**	B	3.58*	B	5.93*	B	8.52*	++	1.35	-	10.82*	++	4.65*	B	1.33	-	1.19	-			11.52*	#	0.74	-
#3 Prueba de Habilidad (Post Spanish)	20.15*	B	4.51*	C	19.00*	D	3.15*	B	14.12*	B	8.73*	F	3.34*	B	12.48*	I	1.54	-	1.59	-			17.79*	##	0.32	-
#4 Prueba de Habilidad (Pre)	1.18	-	2.59**	C	7.39*	D	1.51	-	3.72*	F	7.18*	G	0.62	-	9.24*	I	1.89	-	1.85	-			42.22*	##	0.58	-
#5 California Achievement Reading	0.98	-	4.07**	B	5.02*	D	0.60	-	4.38**	F	1.56	-	1.30	-	3.60**	I	2.15	-	1.39	-			0.81	-	2.25	-
#6 Attitude Language Post Rating in English	2.00	-	16.21*	C	5.51*	++	1.15	-	0.25	-	0.97	-	2.70+	H	10.26*	I	2.24	-	5.56*	K			19.16*	++	1.17	-
#7 Attitude Language Post Rating in Spanish	8.07*	++	9.82*	++	0.52	-	9.45*	E	23.05*	++	3.01+	B	13.38*	++	14.74*	B	1.32	-	24.08*	++			4.82*	#	4.02*	G

[1] All schools were individually compared with School B, which was selected randomly as a standard for purposes of comparison. [2] Multivariate F-Value.
3 Group with advantage. * $p < .001$; ** $p < .01$; + $p < .05$; ++ Dependent on the subtest; - No difference; # English-Dominant; ## Spanish-Dominant;
G = Girls

Based on these findings, it appears that differences between Schools in the acquisition of facility in the English language tended to disappear over time. This was not evident in the acquisition of facility of the Spanish language, where differences between Schools appeared to increase over time.

Overall group differences attributed to the School factor on the California Achievement Reading was also evident. However, the four observed significant overall group differences on the California measures attributed to the School factor, were different from those observed on the post-measures of the English version of the Test of General Ability. Differences between the two language groups in basic reading skill did not meet significance.

The incidence of significant overall group difference attributed to the School factor was higher among ratings from the Spanish teachers, than from those received from the English teachers. Four significant differences were noted from the ratings of English teachers, while eight significant differences were noted from the ratings of the Spanish teachers. This finding suggests greater variability operating among the Spanish teachers in their ratings of participants as compared to the English teachers.

School Differences on Test of General Ability: Analysis of group differences on the post-measures of the two language versions of the Test of General Ability revealed fewer School differences in the English version as compared to the Spanish version. In the English version differences focused on the Association subtest, which measures one's ability to see relationships. In the Spanish version, differences focused on Vocabulary, which measures language ability.

On the post-measure of the English version of the test, School B demonstrated a higher level of performance than did the two other schools (A and E). The following key findings were noted from Table 17.

- Two out of the four measures contributed to the significant overall group differences in the comparison of School A Vs. B. On the Oral Vocabulary subtest which measures language ability and on the Association subtest, which measures one's ability to see relationships, children from School B demonstrated some advantage over School A.

- One out of the three subtests contributed to the significant overall group differences between School E and B. On the Association subtest, children from School B demonstrated the advantage over those of School E.

- In the comparison of School C with B, two out of the four measures contributed significantly to the overall group differences. School B again demonstrated marked superiority over School C on Vocabulary, but School C demonstrated advantage over School B on the Association subtest.

On the Spanish version, significant group differences focused on performance on the Vocabulary subtest. Differences on Numbers were noted only in two out of eight comparisons. The following findings were noted:

- In the comparisons of Schools A, C, D, E and F with School B, only one variable out of the four measures contributed significantly to the overall group difference, namely Oral Vocabulary subtest, with School B children demonstrating marked advantage over Schools A and E. However, Schools C, D and F evidenced marked lead over School B in language ability.

- Three out of the four variables contributed to the significant overall group difference when School C was compared with School B. On the two verbal subtests, which measures the ability to label or name objects or actions (Oral Vocabulary), School C demonstrated superiority over School B. On measures of knowledge of quantitative concepts (Numbers) and relationships and ability to see relationships (Association), School B was superior to School C.

- Two out of the four variables contributed significantly to the overall group difference in the following comparisons: School H Vs. B and School I Vs. B. School B showed superiority over School H on measures of ability to label or name objects or actions (Oral Vocabulary) and on measures of ability to categorize or classify objects (Classification); School I demonstrated superiority over School B on measures of verbal skills (Vocabulary and Number Concepts).

TABLE 17

ADJUSTED POST SCORES AND STEPDOWN F-VALUES FOR SCHOOL COMPARISONS

School	School Comparisons	Regular Curriculum				Special Curriculum			
		Word Vocabulary	Mathematics	Association	Classification	Word Vocabulary	Mathematics	Association	Classification
A	A Vs. B	14.58	5.59	15.43	12.23	9.74	5.60	13.75	12.39
	Stepdown F	13.81*	0.34	4.48**	2.83	73.26*	0.36	5.80**	0.13
B	B Vs. B	15.58	5.47	15.64	15.74	13.28	5.17	14.12	13.19
	Stepdown F	2.75	0.26	5.86*	2.85	13.48**	0.43	0.02	2.48
C	C Vs. B	16.66	5.62	13.85	11.36	14.07	5.27	12.96	13.68
	Stepdown F	13.86*	1.31	8.76**	5.71	17.60*	0.19**	7.48**	1.85
C	C Vs. B					16.48	4.94	13.11	12.81
	Stepdown F					18.62*	0.001	0.42	0.19
D	D Vs. B					18.29	5.17	14.12	13.19
	Stepdown F					74.80*	0.30	0.46	0.47
F	F Vs. B					16.82	4.74	13.43	11.91
	Stepdown F					64.8**	1.72	0.08	0.13
G	G Vs. B					11.28	4.08	12.98	14.45
	Stepdown F					0.72**	0.23	0.82	0.03*
I	I Vs. B					16.89	4.46	14.37	13.63
	Stepdown F					61.23*	1.68**	0.18	0.66
B		15.15	5.68	14.45	13.86	13.47	5.07	13.17	13.06

* $p[\ .05]$, ** $p[\ .01]$, + $p[\ .10]$

Evidence of these salient differences in the English sessions of the instruments discussed influenced lesser degrees of variability among the English teachers who were responsible for the English instructional components of the class. Significant salient differences in the Spanish sessions influenced the variability in the teaching competency skills of the Spanish teachers to the least observ teaching experiences varied from 10 experiences to 30 years of teaching experiences in their respective countries. Analysis of relationships of classroom performance to teacher's characteristics (teaching style, number of years of experience, number of children in the classroom etc.) would be an interesting feature that could be built in to the Bilingual evaluation designs. Although many scientific or classroom variables were available and could have been controlled with classroom performances, this was not done in view of the prior nature of this program.

English-Dominant Vs. Spanish-Dominant / Bilingual on Test of General Ability: The English-dominant children continued to maintain their advantage over the Spanish-dominant / bilingual children on the post measures on the English sessions. Similarly, the Spanish-dominant / bilingual group children maintained their initial lead over the other language group on the Spanish sessions.

[illegible] of one-way [illegible] differences between 2 by English-dominant and Spanish-dominant [illegible] grouped groups are given under on the following table:

Table 11

[illegible] Unit Mean Grades and Attitude [illegible] Values [illegible] Between [illegible] Grouping [illegible]

Unit of Instruction	Regional Instruction			Regional Instruction		
	Regional Instruction	Attitude Instruction	Regional Instruction	Regional Instruction	Attitude Instruction	Regional Instruction
Unit 1 Vocabulary	84.37	81.45	82.17*	81.91	84.41	86.37*
Unit 2 Sentences	2.78	2.45	2.89	2.45	2.61	2.94*
Pronunciation	81.45	83.56	81.78	83.56	83.56	81.45
Overall	81.91	81.89	81.89	81.89	81.89	81.89

* p < .05
** p < .01

[illegible] the Regional Instruction, [illegible] one of the four different [illegible] the Attitude Instruction group differences [illegible] [illegible] [illegible]

Table 1

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

TABLE 22

ADJUSTED POST MEAN SCORES AND STEPDOWN F-VALUES BASED ON SIGNIFICANT INTERACTION EFFECTS OF SCHOOL X LANGUAGE DOMINANCE ON TEST OF GENERAL ABILITY AT GRADE 1

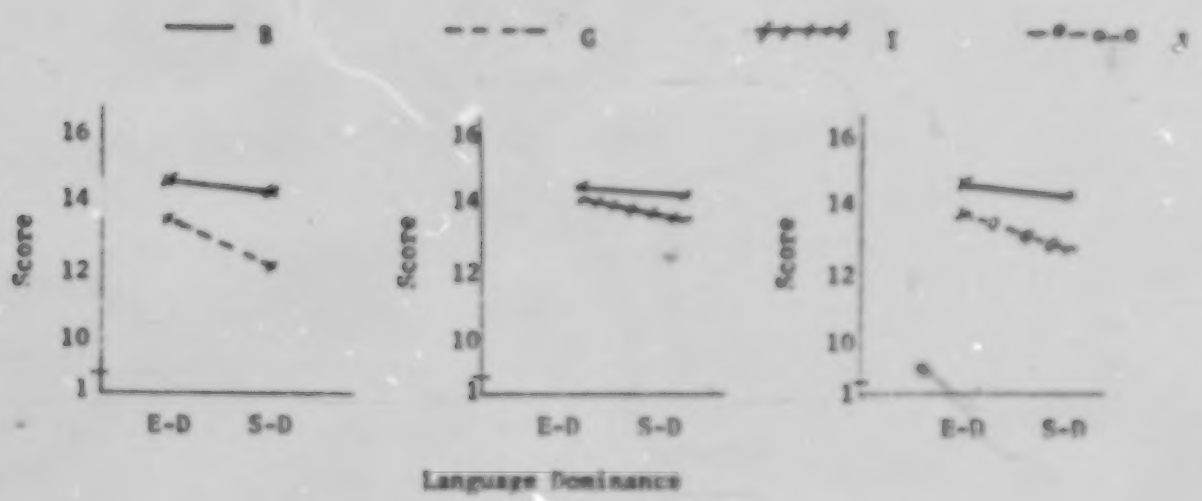
School	Language Dominance Stepdown F (SF)	English Version				Spanish Version			
		Oral Vocabulary	Numbers	Association	Classification	Oral Vocabulary	Numbers	Association	Classification
A	E-D*	--	--	--	--	5.12	1.70	13.62	12.55
	S-D*	--	--	--	--	14.36	5.21	13.89	11.85
	SF	--	--	--	--	31.23**	0.94	1.85	0.32
C	E-D	--	--	--	--	12.68	4.15	13.11	13.04
	S-D	--	--	--	--	20.27	5.80	13.91	12.57
	SF	--	--	--	--	11.50***	1.52	0.17	1.30
E	E-D	--	--	--	--	8.36	3.35	12.50	12.02
	S-D	--	--	--	--	15.74	4.92	12.62	13.70
	SF	--	--	--	--	7.95+	4.67+	0.26	1.64
F	E-D	--	--	--	--	17.96	4.37	13.73	13.31
	S-D	--	--	--	--	15.68	5.11	13.53	12.56
	SF	--	--	--	--	26.25**	0.07	1.00	0.01
H	E-D	18.90	5.57	13.65	13.22	--	--	--	--
	S-D	18.42	6.08	12.05	13.50	--	--	--	--
	SF	1.28	0.65	5.35+	2.29	--	--	--	--
I	E-D	17.98	4.51	14.15	13.94	8.38	2.31	11.64	11.00
	S-D	13.58	6.01	13.51	13.44	13.99	5.87	12.55	9.90
	SF	6.13+	2.19	3.87++	0.22	27.01**	1.69	6.22+	0.01
J	E-D	16.64	6.78	13.92	12.74	9.60	2.65	14.69	12.90
	S-D	16.11	6.47	11.83	12.16	14.70	5.11	11.90	11.28
	SF	1.28	3.56	6.51+	3.57	0.44	1.13	7.71+	1.43
K	E-D	--	--	--	--	7.54	1.93	12.60	13.36
	S-D	--	--	--	--	16.41	4.87	13.81	11.29
	SF	--	--	--	--	35.82**	7.53+	0.40	3.49
B++	E-D	15.86	7.09	14.57	14.26	10.13	4.59	13.32	13.52
	S-D	14.59	5.07	14.29	11.51	16.71	6.35	13.03	14.25

* E-D = English-Dominant; S-D = Spanish-Dominant + Bilingual youngsters.
** $p < .0001$; *** $p < .001$; + $p < .01$; ++ School B was the standard by which schools were compared with

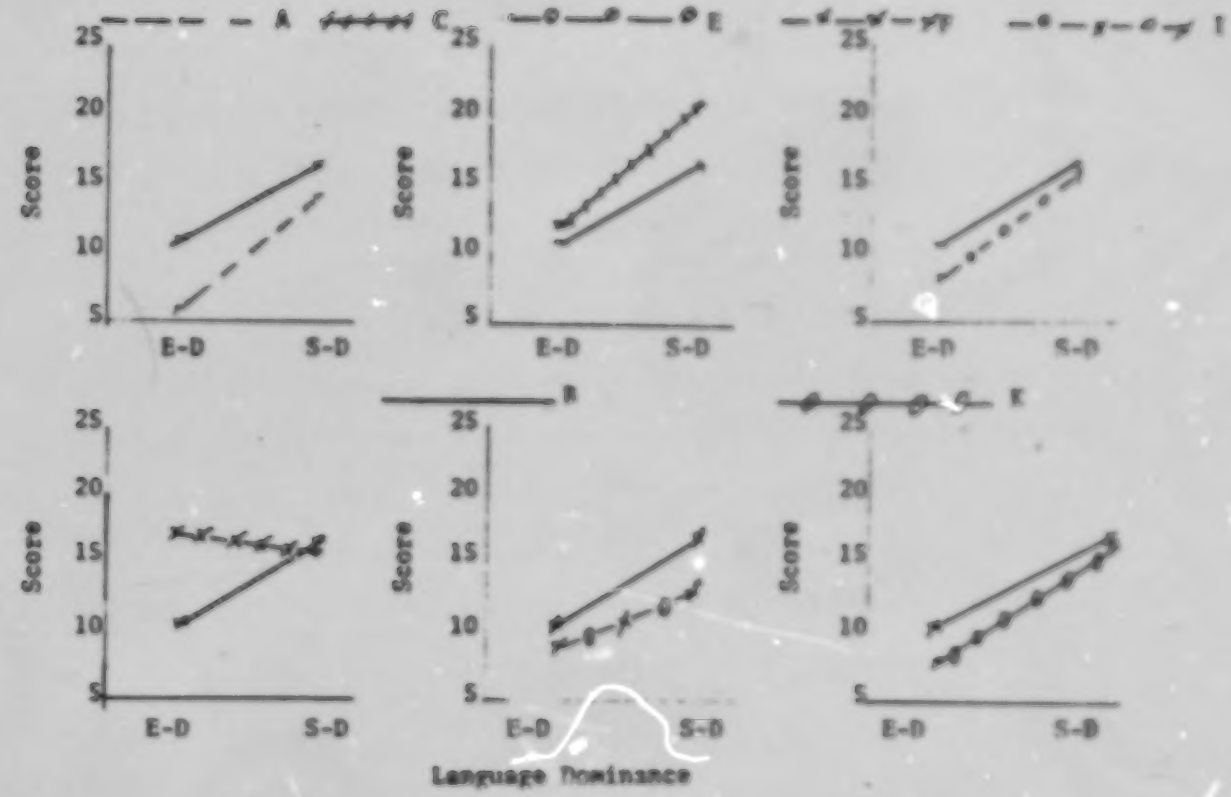
FIGURE 1

PROFILE OF SIGNIFICANT INTERACTION EFFECTS OF SCHOOL X LANGUAGE DOMINANCE AT GRADE 1

1A. Association



1B. Oral Vocabulario



These findings suggest that acquisition of facility in the English language was less variable between the two language groups than between Schools, as compared to acquisition of facility in the Spanish language. It may be attributed to the unreliability of the diagnostic techniques used to assess degrees of bilingualism. Generally, assessment of language dominance was based largely on teacher's observation, which is indeed questionable. Some of these children, inspite of the diagnosis, have some facility in the use of the English language. On the other hand, the greater experience and higher level competency skills of the English teachers in the bilingual teaching team may account for the absence of any marked difference between the two language groups. Furthermore, exposure to an environment largely dominated by the English-speaking population is a factor whose impact could not be measured. The observed difference in the acquisition of Spanish vocabulary skills between the two language groups in the different schools may be a function of differences in competency skills of the Spanish teachers in the teaching team. Differences in teaching experiences of the Spanish teachers which has been reported to range from 0 to 20 years, as well as in teaching credentials, could have some impact on children's learning and/or maintenance of the Spanish language. Furthermore, differences in degree of "teamwork" implementation, which ranged from "very cooperative" to "very uncooperative" team relationship may have some effects.

On ratings of participants on the Language-Attitude Scale, trends were not as clear-cut in looking at the significant interaction effects. For ratings by the English teachers, significant effects appeared to be centered on Acquisition of Facility in Spanish Language. This was not true of the Spanish teacher's ratings, where significant effects were noted for all three factors (Refer to Table 8-1 in Appendix).

Assessment at these grade levels was designed to respond to the following questions:

- Were there evidences of significant gains in basic achievement skills and language-attitude ratings?
- To what degree did Language-Dominance, School and Grade factors contribute to children's basic achievement skills, and language-attitude ratings?

Design. -- A correlated t-test was also to assess pre-post gains over a nine-month period. However, the basic evaluation model was a multivariate analysis of covariance design, Language-Dominance x School x Grade (LxSxG) to assess the effects of these factors on children's year-end performance at second and third grades.

The three-factorial multivariate analysis of covariance design consisted of the following:

- Language-Dominance
  - English-Dominant
  - Spanish-Dominant + Bilingual
- School
  - A
  - B
  - C
  - D
- Grade
  - 2
  - 3

The dependent and independent variables in the different analyses runs are summarized in Table II.

TABLE 15

CORRELATES OF VARIABLES USED IN THE MULTIVARIATE
PREDICTION MODEL

Row	Dependent Variable	Independent Variable
1	Post measures of General Ability I (GA I) in English: Oral Vocabulary, Numbers, Classification and Association subtests.	Pre measures in English: Oral Vocabulary, Numbers, Classification and Association subtests.
2	Pre measures on Tests of General Ability subtests.	--
3	Post measures on Prueba de Habilidad General (PHG Spanish/Latin Am), Números, Analogías, Clasificación	Pre measures on Spanish subtests
4	Pre measures of Prueba de Habilidad General subtests.	--
5	CTB California Achievement Reading subtest: Vocabulary and Comprehension.	Pre measures listed in Eq(5).
6	Post ratings by English teachers on the Attitude-Language Rating Scale.	Pre-ratings by English teachers on the same Scale.
7	Post ratings by Spanish teachers on the same Scale.	Pre-ratings by Spanish teachers on the same Scale.

Factor analysis of a 25-item Language-Attitude Rating Scale revealed three factors: The first factor, Class Perseverance (#4, 5, 11, 12, 15, 17), taps pupils' orientation towards classroom tasks, e.g. perseverance at task completion. The second factor, Facility in the Spanish Language (#9, 8, 10, 13, 16, 21, 23, 25), taps the degree to which pupils use the Spanish language in the class, eve. The third factor, Facility in the English Language (#1, 2, 3, 6, 18), taps the degree to which pupils use the English language in the classroom.

The following discussion will respond to the following questions:

- [illegible]

In looking at the assessment's most prominent [illegible] pre-post test score differences, one should remember that these subsets are "imputed" to some degree.[1] Participant mean scores on the test of General Writing for grade 3 decrease in Reading 3, 4, 7 and 8 and subsequent in Science 3rd-5th. The following two findings are worth:

- In the English language Ability for [illegible] group students in the [illegible] subtest in the 3 Reading of the Writing group made in the English-language Arts.

- Participants in the Native American Immersion Program [illegible] of Kindergarten and grade 3rd both language groups in comparison to the other ethnic subtests.

- In the Spanish Program, Grades 3rd, Immersion Kindergarten group [illegible] subtest in the 3 Reading of grade made in both language groups.

- The Spanish-language 3 Bilingual Immersion Program in [illegible] Kindergarten of Kindergarten participant groups, as compared to the other language groups in the Spanish Immersion.

- Participants in the Hebrew subtest of the Spanish Immersion were tested in both English Proficiency of Kindergarten participant groups.

In the Writing-language Ability Tests, average of Grade 7 particip[illegible] groups received their highest [illegible] and [illegible] significant improvement in the Reading, Other Measurements, Reporting in the English and Spanish language Tests 5-7 in Comparison to. These findings, while [illegible] of Fifth grade, suggest that [illegible] in particular language skills may not be evident at the second grade.

---

[1] Subset = Sum of "imputed" scores of grades 3 and 5 Students. Subset 5 Sum = Sum of grades 3 to 5 Students. Subset 3 and 5 Data represent Students of grades 3 and 5.

Table 10.

[illegible] in Alaska and Hawaii by Sex, Color, and Nativity: 1970 and 1960

Nativity, Color, and Sex	1970			1960		
	Total	Native	Foreign born	Total	Native	Foreign born
Total						
Male						
Female						
White						
Male						
Female						
Negro						
Male						
Female						
Other races						
Male						
Female						

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

TABLE 28

SUMMARY OF MULTIVARIATE F-VALUES FOR DIFFERENT GROUP COMPARISONS

Analysis Run #	Grade 2 vs. 3				School Comparisons+						E-D vs. S-D++	
	A		B		A vs. B		C vs. B		D vs. B			
	2*	3*	2*	3*	2	3	2	3	2	3	2	3
#1 Test of General Ability (Post English)	.42	--	2.29	--	3.95***	A	4.85***	-0-	1.23	--	3.16***	E-D
#2 Test of General Ability (Pre English)	4.98***	3	5.33***	3	2.53***	A	3.80***	-0-	3.85***	B	4.26***	E-D
#3 Prueba de Habilidad (Post Spanish)	.59	--	1.51	--	5.40***	B	2.54***	C	.65	--	6.35***	S-D
#4 Prueba de Habilidad (Pre Spanish)	17.80***	3	4.60***	-0-	11.70***	A	9.89***	-0-	4.82***	B	6.04***	S-D
#5 California Achievement	2.09	--	2.10	--	9.78***	B	6.43***	B	7.57***	B	7.87***	E-D
#6 Attitude-Language Post ratings by English teacher	1.17	--	.55	--	17.52***	B	.87	--	8.05***	D	12.55***	S-D
#7 Attitude-Language Post ratings by Spanish teacher	1.33	--	.81	--	13.19***	-0-	18.11**	B	1.11	--	.22	--

1

Only Schools A and B had grades 2-3; Schools C and D had grades 1-2 pupils

*2 Multivariate F-value: **Group with Advantage

+Three schools were individually compared by School B.

++English-Dominant compared with Spanish-Dominant and Bilingual children.

***p .01: **p .05

-0-Dependent on subtest

Significant School Effects on Test Data: As noted on Table 28, significant school effects on post-measures of Test of General Ability depended on the school comparison and on the language version of the Test. Adjusted post scores and their respective stepdown F-values are presented on Tables 29-30 for the English and Spanish version.

TABLE 29

ADJUSTED POST MEAN SCORES AND STEPDOWN F-VALUES ON ENGLISH VERSION, TEST OF GENERAL ABILITY

General Ability Subtest	School			Stepdown F-Value	
	A	C	B	A Vs. B	C Vs. B
Oral Vocabulary	21.24	16.28	19.83	11.30*	10.61*
Number	20.21	20.45	18.88	.49	.82
Classifcation	16.66	19.63	18.10	3.76	1.57
Analogies	11.82	13.78	11.24	.04	5.04*

*$p < .001$

- School A Vs. B: Overall group difference was in favor of A.
- One of the four variables contributed significantly to the overall group difference. School A demonstrated significantly higher level of performance on measures of basic word knowledge skills (Oral Vocabulary) as compared to School B.
- School C Vs. B: Overall group difference was significant; the nature of the subtest determined which group had the advantage.
- Two of the four variables demonstrated significant contribution to the overall group difference: School B showed higher level of word knowledge skills (Oral Vocabulary) than did School C, but School C demonstrated higher level of relationship concepts (Analogies) than did School B.

TABLE 30

ADJUSTED POST MEAN SCORES AND STEPDOWN F-VALUES ON SPANISH VERSION, PRUEBA DE HABILIDAD GENERAL

Habilidad Subtest	School			Stepdown F-Value	
	A	C	B	A Vs. B	C Vs. B
Oral Vocabulario	14.14	15.67	16.99	9.78*	.40
Número	17.77	20.22	17.91	4.03**	1.26
Clasificacion	16.81	19.15	17.22	.11	1.71
Analogias	12.82	13.66	11.67	5.71***	6.34***

*p < .001
**p < .05
***p < .01

- School A Vs. B: Overall group difference was generally in favor of B.
- Three of the four variables contributed significantly to the group difference: School B demonstrated higher level of word knowledge (Oral Vocabulario) and basic number concepts (Número). On knowledge of relationship concepts (Analogias), School A demonstrated higher level than did School B.
- School B Vs. C: Overall group difference was in favor of School C.
- One of the few variables contributed significantly to the overall group difference. School C demonstrated significantly higher level of knowledge of relationship concepts (Analogias) than did School B.

Data for basic reading measures based on performance on the California Achievement Reading subtest, revealed different findings. Table 31 showed School B showed significantly higher level of reading skills than did the three other schools. This finding did not concur with those noted for the English version of Test of General Ability (Table 29).

TABLE 31

ADJUSTED POST* MEAN STANDARD SCORES AND STEPDOWN F-VALUES FOR SCHOOL COMPARISONS

California Reading	School				Stepdown F-Value		
	A	C	D	B	A Vs. B	C Vs. B	D Vs. B
Vocabulary	367.1	330.3	359.3	368.1	18.76**	11.77**	6.83***
Comprehension	377.8	331.7	310.5	386.9	4.58***	1.06	7.37***

*Adjusted for pre-measures on English version of Test of General Ability
**$p < .0001$; ***$p < .01$

Post ratings by the English and Spanish teachers revealed significant school differences which showed no consistent pattern. Tables 32-33 presents post-adjusted rating scores for school comparisons which resulted in significant group difference.

TABLE 32

ADJUSTED POST MEAN RATINGS AND STEPDOWN F-VALUE by ENGLISH TEACHER: SCHOOL A VS. B, SCHOOL D VS. B

Rating Factor	School			Stepdown F-Value	
	A	D	B	A Vs. B	D Vs. B
Class Perseverance	3.32	4.52	4.14	10.32*	.64
Facility in Spanish	2.47	3.16	2.72	10.34*	21.85*
Facility in English	4.09	4.84	4.39	3.56	1.24

*$p < .0001$

- School A Vs. B: Overall group difference was significantly in favor of School B.
- Two of the three factors demonstrated significantly higher level of performance than did School A in Class Perseverance and Facility in Spanish.
- School D Vs. B: Overall group difference was significantly in favor of School D.
- One out of the three factors contributed significantly to the total variance. School D higher ratings in Facility in Spanish than did School B.

TABLE 33

ADJUSTED MEAN RATINGS AND STEIGER'S F-VALUE BY SCHOOL
TEACHER: SCHOOL A VS. B, SCHOOL C VS. B

Rating Factor	School			Steiger's F-Value	
	A	C	B	A Vs. B	C Vs. B
Class Perseverance	3.97	3.79	3.64	11.58*	1.69
Facility in Spanish	3.22	3.27	3.46	23.26*	6.52**
Facility in English	4.31	3.69	4.72	.26	59.16*

*p < .001; **p < .01

- Overall significant differences favored School B, when compared individually with Schools A and C.
- School B demonstrated significantly higher ratings in Class Perseverance and Facility in Spanish than did School A.
- School B demonstrated significantly higher ratings in Facility in Spanish and in English than did School C.

Analysis of degree of correlations of post ratings with the post measures on achievement (Test of General Ability in the two language versions and California Achievement Reading subtest) revealed that respectable degree of relationships was limited only to the Number subtest scores in either language version (Refer to Table D-4 in Appendix).

To summarize briefly, it appears that School influence was significant on a variety of measures. This finding strongly indicates that the nature of the teaching process within each school, such as the quality of the teamwork approach, differences in degrees of teaching competency of the teaching staff, receptivity to the philosophy underlying the Bilingual concept etc. are influencing children's learning. Operational factors discussed earlier relative to School differences at first grade level applies here.

Significant Language-Dominance Effects on Test Data: English-Dominant children demonstrated significantly higher level of performance on the English version of Test of General Ability. As expected, Spanish-

Dominant + Bilingual children demonstrated significantly higher performance on the Spanish version at the end of the year (Table 5d).

Table 5a

[illegible] MEAN SCORES AND STEPDOWN F-RATIO: ENGLISH-DOMINANT VS. SPANISH-DOMINANT + BILINGUAL

Test of General Ability Subtest	English-Dominant	Spanish-Dominant	Stepdown F-Ratio
English Version			
Oral Vocabulary	21.37	21.03	4.39*
Number	20.58	19.54	1.46
Classification	18.39	16.85	.39
Analogies	13.59	10.82	1.01
Spanish Version			
Vocabulario Oral	13.46	18.51	10.89*
Numero	16.38	18.89	6.82**
Clasificacion	17.41	15.36	6.22***
Analogias	12.35	11.72	1.13

*p < .001
**p < .01
***p < .05

- On the English version, overall significant difference was in favor of English-Dominant children.
- Only one of the four variables on the English version demonstrated significantly to the total variance. English-Dominant children demonstrated significantly higher level of word knowledge skills (Vocabulary) than did the other language group.
- On the Spanish version, overall significant difference favored Spanish-Dominant + Bilingual children.
- Three out of the four variables demonstrated significantly to the total variance of the group difference. Spanish-Dominant + Bilingual children demonstrated superior performance on Vocabulary and Number concepts than did the other language group. On abstraction (Classification) which is a non-verbal test, English-Dominant children were ahead of the other language group.

On the California achievement measure, English-dominant children demonstrated significant lead over the Spanish-dominant and bilingual children (Table 30).

Table 30

[illegible]

California Reading Subtest	English-Dominant	Spanish-Dominant	Bilingual
Vocabulary	471.0	440.3	[illegible]
Comprehension	464.7	440.8	[illegible]

[illegible]

Performance on the Reading Vocabulary subtest contributed significantly to the total variance. This finding appears to concur with those noted on the English version of Test of Language Skills, where significant differences on that Vocabulary subtest, was noted between the two language groups.

On the Spanish-language version, Spanish-dominant & bilingual children received significantly higher (p < .0001) level of ratings than the English teachers (Table 29), even but the English-dominant children. Difference between the two language groups was not significant, based on ratings of Spanish teachers. Table 31 shows that of the three factors, only the second factor, Facility in Spanish, demonstrated significant contribution to the total variance.

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] Effects on Daily Work Days — Experimental treatments effects of [illegible] Methadone (), Others and [illegible] Principles () Total were tolerated (Effects). The scores of the tests demonstrate the [illegible] values of these characteristics. In the post assessment of the Control assessment of the Time of Sessions Effects are an [illegible] to the Control Aspects, many across effects did not lead [illegible].

Table 4

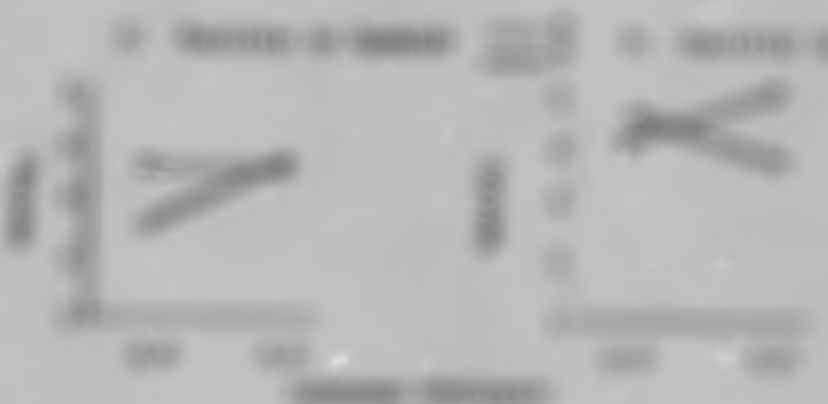
[illegible] of Psychological () Code for the effectiveness of Drinks () [illegible] Methods

Age ()	Multiple Regression To Separate Variances		
	[illegible]	[illegible]	[illegible]
Rate of Material Effects [illegible]	(.18)	.47	(.42)
Quality of Work Under Stressful [illegible]	(1.06)*	(.19)	(.42)
Interference [illegible] [illegible]	(.47)*	(.19)	(.25)*
[illegible] [illegible] Working to Regional Studies	(.19)	.29	.29
[illegible] [illegible] Working to National Studies	(.24)*	(.19)	(.2)

By (E. JR)

Figure 1 [illegible] [illegible] Work Working Indices

In [illegible] Data, Differences between the Control Individual [illegible] [illegible] [illegible] Work Work Groups to Work Regional Studies [illegible] Differences in Control [illegible] [illegible] Control [illegible] [illegible] [illegible] Work [illegible] [illegible] [illegible]



The other type of classroom observations were done by members of the Parent Advisory Committee. The Parent Advisory Committee (Title VII PAC) consisted of parents, community leaders and teachers and represented the community interests' in the implementation of this program. The observation team of 14, were recruited from this group. Selection of parents to represent the Observer team was intended, in an effort to set their view-points, and in conjunction with the changes called for by the 1975 Title VII Bilingual Education Act.

The 14 parents consisted of 6 Anglo and 8 Spanish parents. Each classroom was visited twice by two different parents on different occasions. Parents were assigned to classes where they have no children.

All 14 observers have visited classes:

11 have visited the bilingual class of their children.

3 have visited only non-bilingual class.

(Refer to C-6 and C-7 in Appendix C for PAC Observation Record Form in Spanish and English versions)

. Observations on the PAC Observation Record Form

Based on a total of 28 classroom observations, observers' feedback was markedly positive. Their overall impressions of the 14 classrooms revealed that at least 3/4 of the classes showed evidences of the different types of information called for by the 13 items on the Observation Schedule (Table 1).

Table 1 illustrates the following key findings:

- Responses of parents based on their descriptions were very positive.
- The highest score was noted for item 1, "Are there charts of words in Spanish for children to learn?" with all 14 classes reported to have it.

TABLE 38

SUMMARY OF CLASSROOM OBSERVATIONS (N=28) BY TITLE VII PARENTS ADVISORY COMMITTEE

Item	Scores		School												
	N	%	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Charts of words in Spanish	28	100	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2. Charts of words in English	26	93	2	2	2	2	2	2	2	2	1	2	2	1	2	2
3. Reading materials in Spanish	25	89	1	2	2	2	2	2	1	2	2	2	2	1	2	2
4. Reading materials in English	26	93	2	2	2	2	2	2	2	2	1	1	2	1	2	2
5. Materials-displays representing Spanish-American (Puerto-Rican) and American homes, families	22	79	1	2	2	2	1	2	2	1	2	2	2	1	1	1
6. Materials-displays giving information re: Puerto Rico	24	86	1	2	2	2	2	2	1	1	2	2	2	1	2	2
7. Materials-displays giving information re: United States	27	96	2	2	2	2	2	2	2	2	1	2	2	2	2	2
8. Separate instruction in Spanish - English	25	89	2	2	2	2	1	2	2	2	1	2	2	1	2	1

TABLE 38 (CONTINUED)

Item	Scores N	Scores %	School 1	2	3	4	5	6	7	8	9	10	11	12	13	14
9. Teaching activities using Spanish and English	25	89	2	2	2	1	1	1	2	2	2	2	2	2	2	2
10. Children interacting with peers in both languages	22	79	2	2	2	2	1	1	2	1	1	1	2	i	2	2
11. Children understand teachers' directions	26	93	2	2	2	2	1	2	1	2	2	2	2	2	2	2
12. Teacher assistant works with children	22	79	2	2	1	2	1	2	2	1	2	--	2	2	2	1
13. Does the class represent your idea of a bilingual class	21	75	2	2	2	2	1	1	1	1	2	2	2	1	1	1
Average	25.54	88	1.85	2.00	1.92	1.92	1.46	1.77	1.69	1.62	1.69	1.69	2.00	1.39	1.90	1.69

- Although 3/4 of the observation indicated that this is their idea of bilingual education, it would appear that this is one item (#13) which elicited a minor disagreement.

Parents' comments are noted below:

- "Observation time is not long enough to see the class in their regular routine so there are questions unanswered at this school. The teacher assistant was not in the classroom."

- "Very impressed with class room projects, bulletin boards were very nice and informative. The class had P.T.A. group in their room on this day. The class demonstrated what they had learned thus far in the bilingual group."

- "The class was very orderly. I was impressed at the material in Spanish the children had to work with."

- "At the time I visited Sackett School the children were watching a puppett show then were dismissed for lunch. The teacher was very helpful showing me books, tests and papers. I was not able to observe the children but the teacher said they spoke to each other in Spanish and English. The class room seemed to have more Spanish material displayed than English."

- "I think, to my opinion that it was beautiful the way those kids express themselves in Spanish. I was surprised the way they learn and pick up the language so fast. The bilingual education should be taught to everyone that needs it."

- "There are two boys that are disturbing the class continuously. They don't listen to the teacher and they run around, throw papers at teacher and I think that kids like this don't belong in such class. There were other things that I won't mention but happen while I was there observing. This class is so disorganized only and simply because David Helpert - & David Velez do not want to behave and obey the teacher."

- "They seem to be a happy group of children. The children understand the teacher with the exception of one newly arrived student who doesn't speak English but the teacher is working with him. The charts are good and the book selection is good in both English and Spanish. In all I would say Scranton School has a good Bilingual program."

- "It would be better if they have two classrooms."

- "They need more Spanish material."

- "This was a kindergarten class. The children were doing very well for this age group. To me this is the time to start children to learn a new language."

- "The teachers in this class were marvelous. They were liked by all there students. The classes were divided into two class rooms. This was a very progressive first grade. They the children did a wonderful job. I enjoyed this very much. The American children were reading Spanish out of there readers."

- "The children in this particular class seem to enjoy participating in the Spanish class and enjoy reciting Spanish verses which are recited orally."

- "Everything okay."

- "The teacher assistant was working on a 1-1 basis so I did not see her work within the complete classroom. The children were very attentive and respectful for their classroom, teacher and each other. A very great arrangement with the use of 2 classrooms."

- "Classroom is very organized and many activities and games have been made for the benefit of the children."

- "No instruction in Spanish was being given when I was present. I didn't get to observe the class during any instruction in Spanish so I left No. 8-13 blank."

- "I was very impressed with this class. Teachers are nice and the students are very bright. All bilingual classes should be like this once."

- "Room kind of noisy it will better if children were separated in different rooms. Teachers are very nice but need to have more controls of the children and be more strict with them."

- "Everything was ok."

- "I saw the children and teachers and everything was fine."

Collection of impressions and opinions of staff personnel and parents represented an integral component of the evaluation. Teachers of project teaching staff, school principals and parents were made during the school year, in order to respond to the following questions:

- What are the general impressions of the staff who are actually involved in the program?
- To what degree are process objectives implemented? Are the process objectives as presented in the proposal observationally sound and feasible?
- What are the general impressions of school principals?
- What do parents think about it?

The following pages will represent a detailed description of the survey responses by staffing persons and by item.

A. Summary of Teaching Staff Questionnaire

Questionnaires were sent out to a total of 36 teaching staff (18 English-medium and 18 Spanish-medium) of the Title VII Transitional Bilingual Education Program. A total of 25 completed questionnaires representing 69% were returned. Responses for each item are summarized below:

QUESTION 1

1. Check/mark one of the boxes below to identify your classification:

	N	%
English-Medium Teacher	12	48
Spanish-Medium Teacher	13	52

2. Indicate the years you started with the Title VII Transitional Bilingual Program by marking one of the boxes below:

	English-Medium		Spanish-Medium	
	N	%	N	%
August-September	11	61	11	85
October-November	3	9	1	8
December-January	—	—	1	8
February and after	—	—	—	—

5. Work with an "if" statement. Use the Visual Basic Help facility and any textbooks available to you to investigate errors in code of different kinds. Identify syntax, run-time, and logic errors. Use [illegible] to help you.

   - [illegible]
   - [illegible]
   - [illegible]
   - [illegible]
   - [illegible]
     - [illegible]
     - [illegible]
     - [illegible]
     - [illegible]

   Research all the tools for investigating Visual Basic code errors, then experiment to find which you prefer. Use [illegible] to check out the reasonable values.

   - [illegible]
   - [illegible]

6. The following table represents certain steps that should have been taken to [illegible] Indicate in the grid with suitable symbols. Explain [illegible] the appropriate cells.

[illegible]

Topic	[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible] [illegible] [

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

SECTION II

1. Indicate the approximate number of parents who had some contacts with you (for conferences or for classroom visits, etc.).

   . Parents of English-dominant youngsters.
   . Parents of Spanish-dominant youngsters.

Most of the classroom teachers have had personal contact with parents of Project participants as noted below.

N DISTRIBUTION OF PARENTS WITH PERSONAL CONTACTS WITH TEACHER DURING THE 1974-1975 SCHOOL YEAR

School	English-Dominant Teacher		Spanish-Dominant Teacher	
	Parents of English-Dominant Children	Parents of Spanish-Dominant Children	Parents of English-Dominant Children	Parents of Spanish-Dominant Children
A	12	8	8	7
B	15	21	15	21
C	15	13	13	8
D	4	4	10	12
E	16	10	14	10
F	15	8	15	8
G	9	20	9	13
H	28	16	28	16
I	24	8	24	8
J	-	-	5	2
K	-	-	-	3
L	10	12	10	12
M	NR*	NR*	10	9
Average	12.33	10.00	12.38	10.75

* No Response

In two of the 13 bilingual classes, contacts with parents appear to have been the responsibility of the English-dominant teacher.

Responsibility for parents' contact in most classes appeared to be jointly shared by both teachers.

2. List 1-2 recommendations to improve your effectiveness as a teacher in a bilingual classroom.

   Recommendations were noted as follows:

   . Provision of more workshops designed at improving teaching competency skills, particularly in such areas as: team-teaching, bilingual teaching techniques, acquiring of ESL techniques, understanding of the two cultures in the classroom, enhancing communication between the members of the team, and provision of pre-service training.

   . Provision of more clearly-defined goals and curriculum.

   . Instructional supplies and materials should be provided early to the teaching staff.

   . Provision of bigger classroom space to alleviate the noise level.

3. List 1-2 recommendations to improve the effectiveness of the bilingual teacher assistant assigned to the classroom.

   . Provision of in-service workshops designed to improving their competency skills in the classroom.

   . "Tutoring techniques."

   . "Reinforcing skills especially for reading, math."

   . "Orientation in roles and responsibilities."

   . "Use of materials on an individual basis."

   . Teacher assistants should be "bilingual" and "have classroom experience."

4. List the most significant accomplishment of this Project during its first year of operation.

   . Exposure of children to more than one lanugage and more than one culture.

   . Acquisition of second language skills in this program made easier for the participants and provided at a very early age.

   . Involvement of Spanish-speaking parents with the learning experiences of their children have been initiated.

   . Spanish-speaking children were being given a rare opportunity to understand their own culture.

5. List 1-2 recommendations to improve next year's Project implementation.

Recommendations of the teaching staff generally called for better planning and for more in-service workshops as noted below:

- Curriculum set up before September; classes should be set up by June 1975.
- In-service meetings organized to be constructive and should provide for pre-service training to introduce new staff to the Cleveland Public Schools program.
- More specific guidelines for program.
- More qualified Spanish teachers.
- More classroom space.
- More specific guidelines for pupil selection.
- Class list should be submitted to teacher involved before September.
- Objectives to be set up for a second language learner.
- Equal efforts of both teachers to work as a team.
- English reading requirement should be reduced, fewer tests.
- Test all children to determine whether a child is bilingual or Spanish dominant.
- Determine what Spanish teacher's role is when children are in the minority.
- Provide opportunities to discuss problems.
- Plans for improving the quality of the adult human relations.
- Demonstrations of "effective" bilingual classes, instead of observations.
- Continued opportunities for bilingual in-service on college level.
- Continuous in-service in Spanish to assist English teacher.
- Provision of instructional materials and supplies in the early part of the school year.

B. Summary of Principals' Questionnaire Responses

1. Below is a list of possible goals or objectives for the Project in your school. Although each of these statements may describe a beneficial effect of the Project, different people may have different opinions of how necessary attainment of each goal is to the success of the Project. Using the following scale, please indicate how much importance you would give to each of these statements in judging the success of the bilingual classroom in your school:

   3 - A primary goal; attainment is necessary for the Project to be considered successful.

   2 - A secondary goal; attainment is important but not critical to the success of the Project.

   1 - A possible side effect of the Project.

   The following objectives are rank-ordered according to the degree of their importance relative to the success of the Project:

   . Improve reading skills of pupils in the Project.

   . Improve arithmetic skills and self-esteem or self-confidence.

   . Provide individualized attention to pupils in need of special help.

   . Improve other academic skills of participants and acquire second language skills.

   . Implementation of "bilingual instruction" through team teaching.

   . Improve school attitudes and increase motivation of the pupils to learn.

   . Acquire understanding and/or tolerance of a different culture.

   . Acquire knowledge of/or understanding of one's own heritage and background.

   . Improve pupil relationships and improve school/community relations.

   . Provide additional resources (staff, equipment, materials) to the district.

   . Develop experience and expertise that can be passed on to other teachers and reduce behavior problems.

   . Provide needed funds to the district.

2. How would you describe the initial reactions to the Project of each group listed below? Use the following scale:

5 - Highly favorable (e.g., enthusiastic, optimistic).
4 - Somewhat favorable (e.g., supportive but cautious).
3 - Neutral.
2 - Somewhat opposed (e.g., uncertain, skeptical).
1 - Strongly opposed (e.g., negative, pessimistic).
0 - No basis for answer.

The initial reactions to the Project of the following groups:

	5	4	3	2	1	0
Project teaching staff	4	7	1	2	--	--
Other teachers in school	1	6	4	1	--	--
Project participants	7	4	1	--	--	--
Non-participants	--	--	6	--	--	6
Parents	5	5	1	1	--	--
Other building staff (administrators, psychologists,)	2	7	--	1	--	2

3. How have these reactions changed over the past few months? Use the following scale:

4 - Grown more favorable.
3 - No change.
2 - Grown less favorable.
1 - No basis for answer.

	4	3	2	1
Project teaching staff	5	6	2	--
Other teachers in school	1	9	1	1
Project participants	5	7	--	--
Non-participants	1	6	--	5
Parents	3	7	2	--
Other building staff (administrators, psychologists)	3	7	--	2

4. Which of the following factors probably contributed to any resistance or negative reactions to the Project from the school staff or community groups? (CHECK ALL THAT APPLY).

Regular/ Project Staff	Community	
2	1	Previous experience with special programs
8	1	Program implementation was not organized
4	2	Poor communications; people were not informed about the Project
2	6	Presence of too many government programs in the community
2	2	Disagreement with the rationale and philosophy of the Project
--	--	Unfavorable publicity
5	1	Late start of the program
2	1	Organization of classes, e.g. mixed membership of English-dominant and Spanish-dominant children

Regular/ Project Teaching Staff	Community Aide	
6	--	Other (SPECIFY)*
0	2	No resistance was encountered
--	--	Don't know

* "Materials and curriculum not available at beginning."
"Short notice - more lead time needed."
"Better administration of program by people outside the school."
"Space needed."

5. What aspects, if any, of the Project appeared to have produced a negative reaction to the bilingual teaching staff in your school. (CHECK ALL THAT APPLY).

6 In-service sessions did not meet their needs.
10 Instructional materials were not on time.
7 Lack of understanding of the goals and objectives of the Bilingual Program.
2 Observation by "outside" observers.
9 More directions needed in implementation of the "team teaching" approach.
10 More information needed on bilingual teaching techniques.
5 More information needed on the Cleveland Public Schools traditional curriculum for Spanish teacher.
8 Training in second language teaching skills (e.g. ESL techniques).
6 More direction needed in how to work with "bilingual" teacher assistants.
10 More planning time for Project teaching staff.
1 No resistance was encountered.
-- Don't know.
1 Others (Specify): "More experienced bilingual teachers." "Most adequate time for Spanish and English reading groups.

6. Have you talked about the Project to parents of pupils who are currently participating in the Project?

12 Yes -- No (If No, please go on to Question 8).

7. About how many parents have you talked to?

The number of parents that School Principals talked to varied widely, from 4 to 50:

Number of Parents	Principals' Report
4	2
6	2
10	1
12	1
15	2
25	1
50	1

6. Based on reports from parents and from other staff members, approximately how often have parents made the following comments about their children in the Project? Use the following scale:

5 = Constantly
4 = Frequently
3 = Occasionally
2 = Seldom
1 = Never

	5	4	3	2	1
Children seem to enjoy coming to school more than they used to.	1	2	9	4	4
Children seem to know more about the Spanish language.	3	3	8	2	--
Children are being given too easy tasks.	--	--	2	3	10
Children seem to be falling behind in their other subjects.	--	2	3	3	8
Children are doing better in their school work and/or are getting higher grades.	1	2	8	3	2
Children seem to be more understanding of peers who are different.	1	2	6	3	3
Children seem to have better self-concepts.	1	3	5	3	3
Children seem to have better understanding of their own cultures.	1	3	5	3	3
Children seem to know more about the English language.	3	--	8	3	3
Children seem to be more motivated to learn.	3	3	5	3	3
Children do not like being in the Project.	--	--	2	3	8

8. What other comments have parents made about their children in ESCP the Cleveland Bilingual Education Program?

Parents' comments were as follows:

- Parents pleased that children are learning a foreign language at an early age.
- "They hope their younger children will have same opportunity."
- "Parents don't know Spanish language, can't help children."
- "Parents are learning from children."
- "Spanish children from English dominant family can understand relatives."
- "Many parents had negative attitude when they learned that their children were learning Spanish."
- "Other ethnic groups should have same program."
- "Continuation of program."

(3) Have different types of problems that arise when a new Partner is approved been of major significance for more serious than others. Please rate the following problems in terms of their significance to you in your role as Partner:

1 = Very serious, severe problem
2 = Moderately serious problem
3 = Occasional minor problem
4 = Minimal problem
5 = No problem
6 = No basis for answer, not familiar with circumstances in this area.

	1	2	3	4	5	6
Partner participation not encouraged	—	—	—	—	—	—
Noncompliance of reporting staff	—	—	—	—	—	—
Noncompliance of other professional staff	—	—	—	—	—	—
Provision of in-service training to meet needs of the Arrangement (Partner personnel)	—	—	—	—	—	—
Securing credentials or other means for the Arrangement roles)	—	—	—	—	—	—
Provision of in-service training to meet needs of Agency teachers	—	—	—	—	—	—
Obtaining equipment required for the roles (e.g., books, video, camera, drawings)	—	—	—	—	—	—
Secure communication between the school and Partner staff	—	—	—	—	—	—
Obtaining instructional materials required for the Arrangement roles	—	—	—	—	—	—
Identifying ways to improve integration the partnerships	—	—	—	—	—	—
Provision of in-service training to meet needs of Agency teachers in non-Arrangement areas	—	—	—	—	—	—
Securing preparation time periods for team activities to participate	—	—	—	—	—	—
Provision of staff training activities that encourage group to share in areas of responsibility programs	—	—	—	—	—	—
Provision of a facilitator coordinator	—	—	—	—	—	—
Communication of the program's goals and objectives to the school staff	—	—	—	—	—	—

(4) Please use the following scale to describe your general professional feelings about the Title VII Cooperative Arrangement Program in your school district:

Positive	—	—	—	—	—	Negative
Worthwhile	—	—	—	—	—	Worthless
Supportive	—	—	—	—	—	Opposed
Good	—	—	—	—	—	Bad
Encouraging	—	—	—	—	—	Discouraging

No Response ( )

(a) [illegible] [illegible] [illegible]

[illegible]

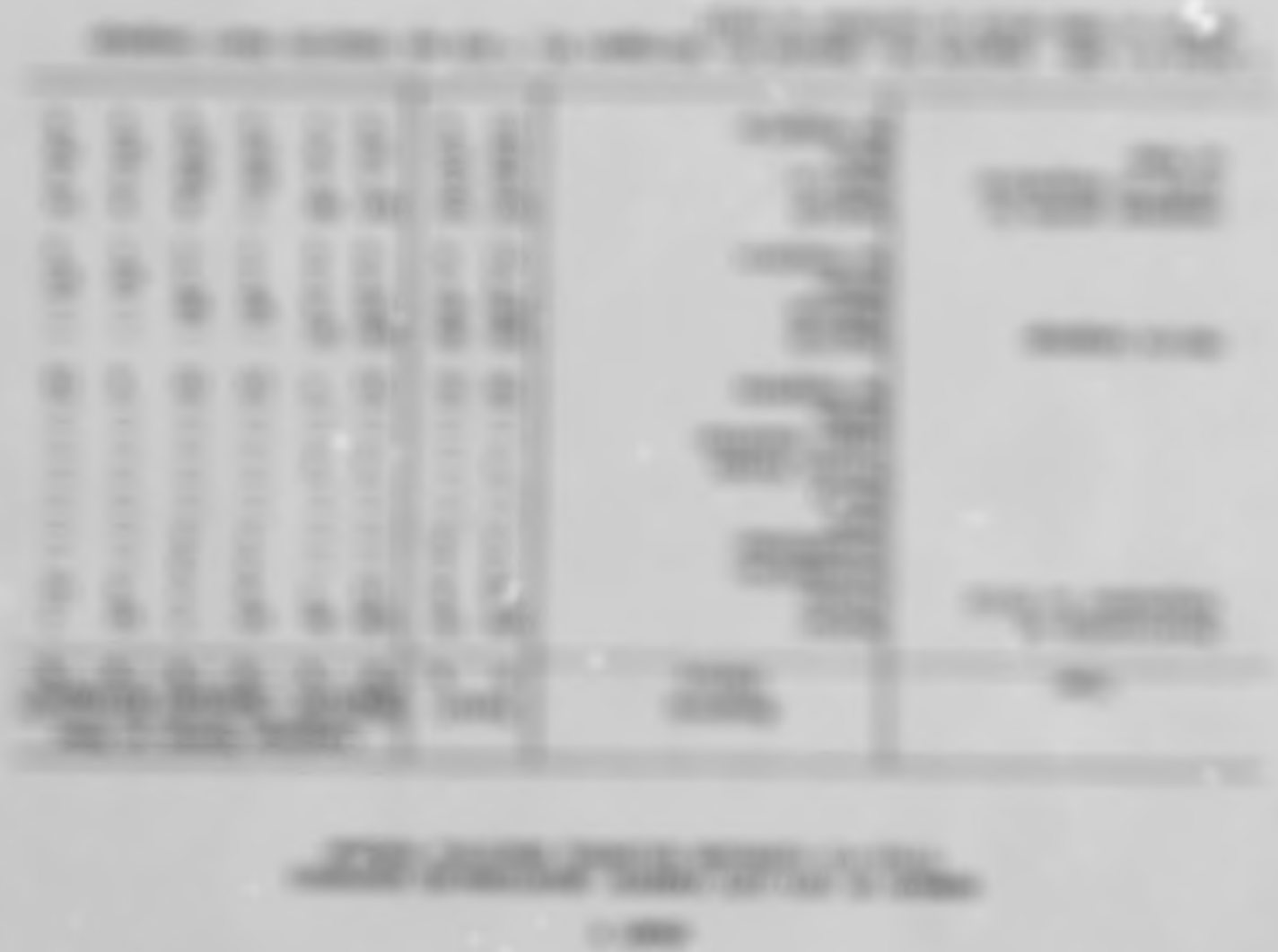


CHART V (Continued)

Item	Response Choice	Total		Language Spoken at Home					
				English		Spanish		Bilingual	
		N	%	N	%	N	%	N	%
	My child seems to feel good/proud about his background	142	48	79	49	42	48	19	44
	My child seems to be learning more at school	210	71	116	72	64	74	27	63
	My child does not like to be in his class	19	6	12	8	4	5	1	2
	My child appears to be more confident about his ability	139	47	92	57	27	31	18	42
	My child seems to know more English	130	44	56	35	44	51	25	58
	My child appears to be more motivated to learn	161	54	98	60	38	44	22	51
. Are any members of your family able to speak more than one language?	Yes	129	43	49	30	42	48	33	77
	No	158	53	107	67	41	47	9	21
	No Response	11	4	5	3	4	5	1	2

V. APPENDICES

APPENDIX A

A-1

SCOPE AND SEQUENCE

CHARTS

for

SPANISH LANGUAGE ARTS

Grades: 1 (Level I (F) Fall)
(Level I (S) Spring)

2 (Level II (F) Fall)
(Level II (S) Spring)

3 (Level III (F) Fall)
(Level III (S) Spring)

CLEVELAND BILINGUAL PROGRAM

January, 1975

Director Teresa A. Torres

Spanish Curriculum Development Teacher Eva F. Ter

COMPLETE LISTING OF MATERIALS
USED IN THE CLEVELAND BILINGUAL PROGRAM

TITLE	PUBLISHER	SUBJECT	GRADE LEVEL	LANGUAGE CULTURE
SCDC Northeast Edition	Dissemination Center Miami, Florida	Spanish Language Arts	Elem	Spanish
Por El Mundo Del Cuento y de La Aventura	Laidlaw Brothers	Spanish Reading	Elem Pre-Primer	Spanish
SCDC Northeast Edition	Dissemination Center Miami, Florida	Spanish-As-A-Second Language	Elem	Spanish
SCDC Northeast Edition	Dissemination Center Miami, Florida	Unit Activities Social Science	Elem	Spanish
Discovering Puerto Rico	Dissemination Center	Social Studies	Elem	Bilingual Puerto Rican
Discovering Puerto Rico (workbook)	Dissemination Center Miami, Florida	Social Studies	Elem	Bilingual Puerto Rican
Naterates para la Educacion Primaria	Addison Wesley	Mathematics	1	Spanish
Naterates Moderna	Silver Burdett	Mathematics	2,3	Spanish
Curso de Espanol Como Segundo Idioma (ESL)	PS 25 N.Y. Board of Education	Spanish-As-A-Second Language	K	Spanish
Curso de Estudios Sociales para Ninos Hispano-Hablantes del Kindergarten	PS 25 N.Y. Board of Education	Social Studies	K	Spanish

The Cleveland Bilingual Program has decided to use the S.C.D.C. (Spanish Curriculum Development Center) Language Arts Program.

The S.C.D.C. Language Arts Program is designed to provide structured and unstructured reading experiences for systematically developing Spanish decoding skills, skills of comprehension and interpretation. It is also designed to extend the language that Spanish-dominant children bring from their homes. Throughout, it recognizes and develops respect for regional variations in language. The edition to be used in the Cleveland Bilingual Program is the Northeast edition which is Puerto Rican oriented. The Language Arts Program is divided into three substrands.

The first substrand focuses on sound-symbol correspondences.

The second substrand focuses on the development of skills of comprehension and interpretation on the aural-oral level which are subsequently reinforced in the structured reading program.

The third substrand focuses on oral language development and language experience reading.

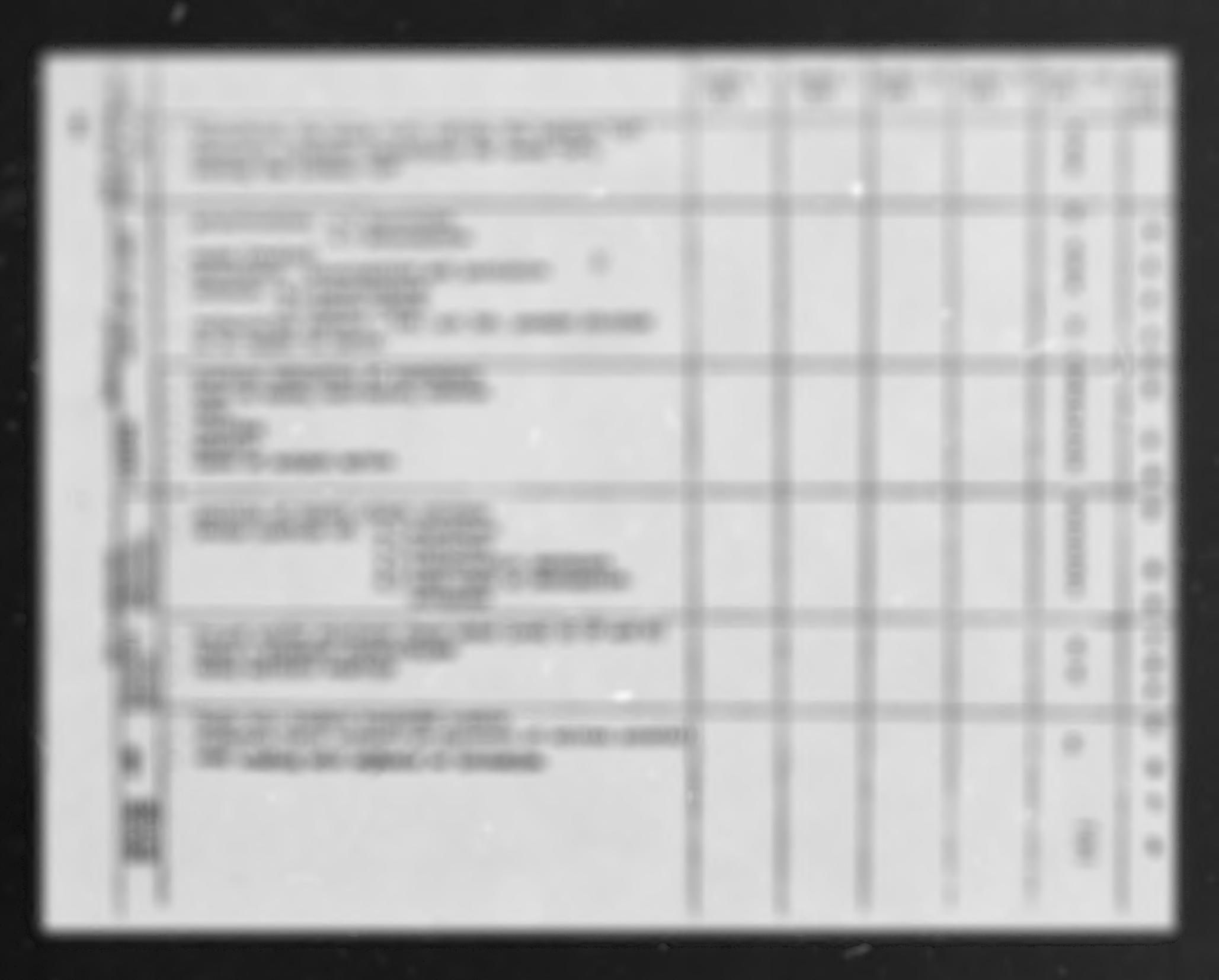
In general, the activities in the S.C.D.C. Language Arts teacher's guides are planned for approximately twenty minutes each. If the teacher devotes about sixty minutes per day to Spanish Language Arts instruction and assessment, a single kit will provide her with resource material for a period of from two to three weeks. The support materials - the pupil's books, the Supplement, the Skills Packet, the puppets, and the assessment guide - provide the basic resources the teacher will need for the activities described in the instructional guides. However, we would like the Lectura books to be used in conjunction with S.C.D.C. Therefore, the teacher should devote up to four weeks to each Language Arts kit.

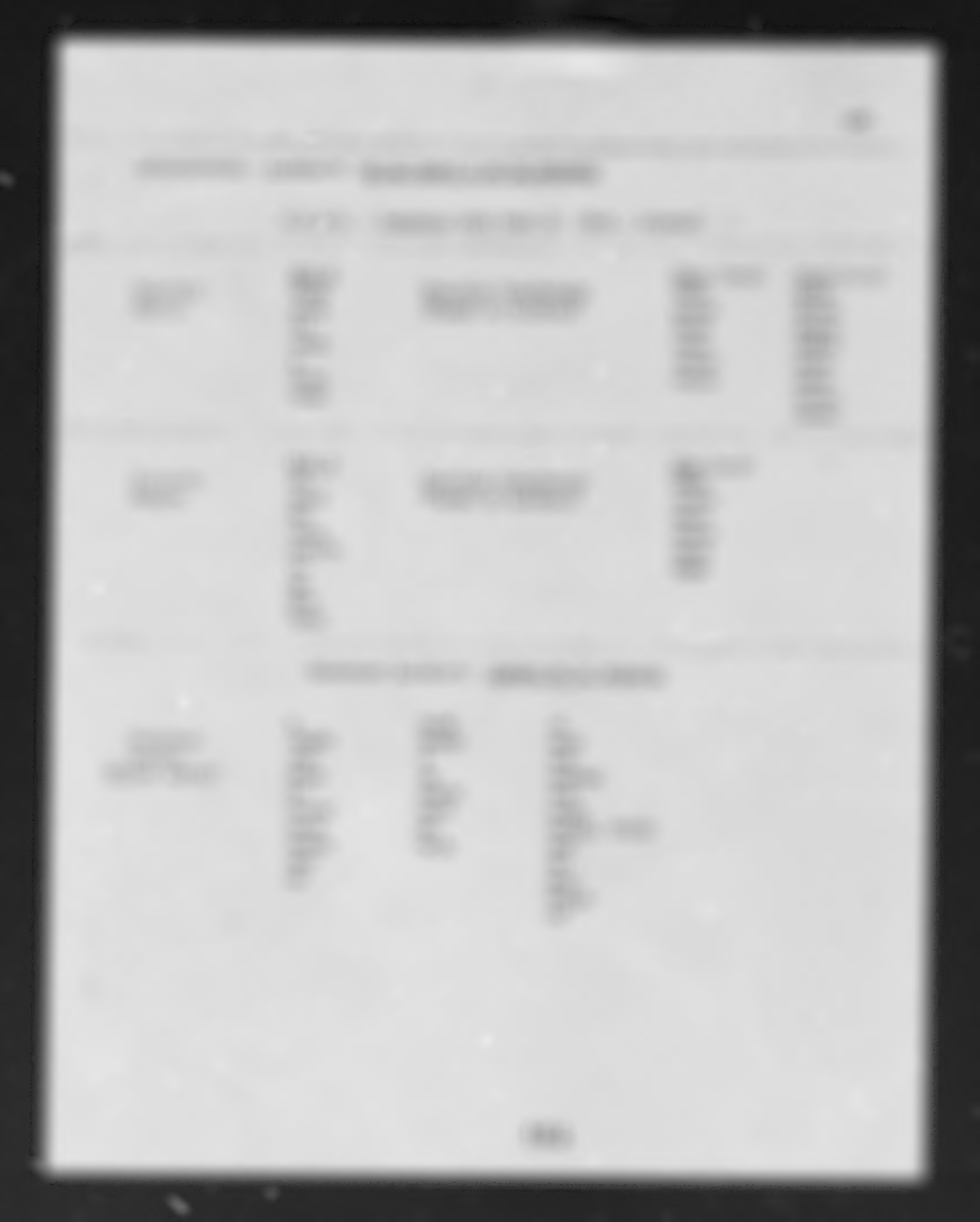
The Activities books have extended vocabulary which is over above the introduction of patterns introduced in the S.T.E.P.S. Language Arts Kits. The Activities books will be used as practice sessions. Due to the difficulty of the Activities levels, it is advisable for teachers to follow the steps and sequence shown closely, which are one level behind intended grade level. For example, Individual Assignment Activities in Kits II, Blue; II. An suggest Individual Assignments be introduced in the 3rd grade, rather than second.

The S.T.E.P.S. Language Arts Kits have assessments activities after each kit. The assessment sheet found at the end of assessment activities must be completed after every kit. A copy of the assessment sheet should be sent to the Principal office.

Using the S.T.E.P.S. Language Arts stated and the practice sessions will help the child accumulate words and sentences which he may recognize from his books, words and sentence strips. The pupils will then be able to use individual books and read under the guidance of the teacher. However, this reading is generally selective and oral in the beginning. As all the words and sentences in the pupil's book have been practiced previously, the teacher must pay greater major attention to the development of comprehension and interpretation.

The meaning of words becomes real to the pupil when general review activities stress comprehension and interpretation of events directly related to experiences of each study.





[illegible]

[illegible]

[illegible]

SUMMARY OF MAJOR LISTENING SKILLS

Introduction and Reinforcement of Skills Comprehension and Interpretation	Kit 1	Kit 2	Kit 3	Kit 4	Kit 5	Kit 6	Kit 7	Kit 8	Kit 9	Kit 10	Kit 11	Kit 12	Kit 13	Kit 14	Kit 15
Identifying characters or subjects	1	2	3	4	5	6	7	8	9	10	11	12		14	15
Identifying personal characteristics	1	2					7	8	9	10	11	12	13	14	15
Identifying feelings, attitudes/values				4		6		8	9	10	11	12	13	14	15
Comparing and contrasting characters	1						7	8	9	10			13		
Describing role of person or object	1	2	3		5			8				12	13		
Identifying motives for action		2		4	5	6	7	8	9	10	11	12	13	14	15
Identifying setting	1		3			6		8			11		13	14	15
Comparing and contrasting settings								8				12			
Identifying events or ideas	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Identifying main events or ideas	1	2							9	10	11			14	15
Comparing and contrasting events	1														
Identifying sequence of events	1	2			5	6		8	9	10	11	12	13		
Identifying cause-effect relationships		2	3	4	5	6	7	8	9	10	11	12	13	14	15
Verifying facts		2					7								
Summarizing events	1			4			7	8	9	10	11	12			15
Anticipating events		2	3	4	5	6	7	8	9	10	11	12	13	14	15
Relating personal experience to text		2	3	4	5	6		8	9	10	11	12	13	14	15
Dramatizing stories/poems or segments	1	2	3	4	5		7	8				12			15
Retelling stories/poems or segments		2	3	4	5	6		8	9	10	11	12			15

SUMMARY OF MAJOR STRUCTURED READING SKILLS

Introduction and Reinforcement of Skills: Decoding, Comprehension, Interpretation	Kit 1	Kit 2	Kit 3	Kit 4	Kit 5	Kit 6	Kit 7	Kit 8	Kit 9	Kit 10	Kit 11	Kit 12	Kit 13	Kit 14	Kit 15	Kit 16
Matching pictures with words		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Matching pictures with sentences		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Matching words with words		2	3	4	5	6		8				12	13			16
Matching sentences with sentences			3	4	5	6		8					13		15	
Identifying words with given sound/letters	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identifying rhyming words	1			4		6	7		9					14	15	
Reading words when given oral/visual cues		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Reading sentences		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identifying/analyzing parts of words			3	4	5	6	7	8	9	10	11	12	13	14	15	16
Reading similar/different structures		2	3	4	5	6	7		9			12		14	15	16
Writing letter shapes	1	2	3	4	5	6		8	9	10	11	12				
Writing/forming words		2	3	4	5	6		8	9	10	11	12	13		15	16
Writing words to complete sentences		2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Identifying/using punctuation marks			3			6			9	10			13	14	15	16
Matching letters with letters		2	3	4	5	6	7			10	11	12				
Alphabetizing letters/words/pictures											11		13	14	15	16
Identifying character/characteristics		2	3	4			7	8			11	12		14	15	16
Identifying feelings/attitudes/values					5		7				11	12		14	15	16
Comparing and contrasting characters											11					16
Identifying motives for action											11			14	15	16
Identifying setting											11			14	15	
Comparing and contrastion settings															15	
Identifying events or ideas		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Identifying main ideas or events					5	6	7							14	15	16
Comparing sequence of events							7			10		12			15	16
Identifying sequence of events						6	7	8								16
Identifying cause-effect relationships					5	6	7		9	10	11	12		14	15	16
Verifying facts						6		8	9	10	11		13		15	
Summarizing events												12		14	15	16
Anticipating events											11		13	14	15	16
Relating personal experience to text					5	6	7		9	10	11	12	13	14	15	16
Dramatizing stories or story segments				4				8		10	11		13	14	15	
Retelling stories or parts of stories				4				8	9	10	11			14	15	16

SYNTHESIS OF LISTENING ACTIVITIES KIT BY KIT

KIT 1

Conprehending/interpreting a rhyme aserrín, aserrán
Ordering events in a story El gatito y el globo
Dramatizing the events in a poem La rosa
Pantomiming a story Cazar leones con cámara
Identifying characters/setting in Los tres puerquitos
Dramatizing events in the story
Identifying main ideas
Drawing conclusions
Listing/grouping/labeling elements in the story

KIT 2

Odering events in a story El pollito curioso
Recalling details of a poem Cinco pollitos
Anticipating events in cat-mouse/frog-lizard stories
Verifying facts in a story El pollito curioso
Relating animals and the sounds they make
Analyzing characters/events in La cucarachita Martina
Identifying motives for action
Identifying cause-effect relationships
Dramatizing events in the story

KIT 3

Identifying setting in the story Ricitos de Oro
Choosing a name for the main character of the story
Anticipation events in the story
Analyzing cause-effect relationships in the story
Choosing an appropriate title for the story
Listing/grouping/labeling elements in a story
Reciting and dramatizing a poem El sol
Reciting and illustrating a poem Verde
Reciting/dramatizing a rhyme El palo de Popa

KIT 4

Associating personal experiences with animals and events in the story La viejita y el pavo
Identifying characters in the story
Identifying feelings of the main story character
Anticipating events in the story
Identifying cause-effect relationships in the story
Identifying motives for action in the story
Retelling a part of a story
Dramatizing the story

KIT 5

Identifying events by sounds heard
Associating personal experience with a story
Identifying characters in the story Pollito Pito
Identifying events in the story
Ordering and narrating events in the story
Anticipating events in the story
Identifying motives for action
Drawing conclusions from details of riddles
Reciting and dramatizing a poem Los zapatitos

KIT 6

Identifying characters/setting in the story Los tres deseos
Identifying cause-effect relationships
Associating personal experiences with the story
Anticipating events in the story
Identifying sequences of events in the story
Identifying motives for action in the story
Anticipating feelings of characters in the story
Generalizing feelings about happiness

KIT 7

Identifying characters in the story Las tres cabritas
Comparing and contrasting characters
Identifying events in the story
Anticipating events in the story
Verifying facts about the story
Identifying-cause-effect relationships
Identifying motives for action
Dramatizing thestory Las tres cabritas

KIT 8

Identifying characters in the story Cenicienta
Identifying feelings and attitudes
Anticipating events in the story
Offering solutions to a conflict
Making inferences regarding values
Identifying motives for action
Identifying events in the story
Relating personal experience to the text
Identifying cause-effect relationships

SYNTHESIS OF LISTENING ACTIVITIES KIT BY KIT

KIT 9
Identifying characters in the story Pulgarcito
Anticipating events in the story
Identifying personal characteristics
Relating personal experience to the text
Retelling part of story; summarizing story
Identifying motives for action, feelings
Inferring values of story characters
Identifying main idea
Inferring cause-effect relationships

KIT 10
Identifying characters in the story Pinocho
Anticipating events in the story
Relating personal experience to the text
Retelling part of a story
Comparing and contrasting characters
Identifying cause-effect relationships
Identifying personal characteristics
Identifying feelings of story character
Identifying motives for action

KIT 11
Identifying characters in the story Juan Bobo y la princesa adivinadoro
Identifying sequence of events in the story
Relating personal experience to the text
Anticipating events in the story
Reaching conclusions by observing details
Identifying motives for action, main ideas
Identifying feelings of story character
Summarizing events in the story

KIT 12
Relating personal experience to a proverb/story
Identifying cause-effect relationships in the story Como el tlacuache pudo robarse el fuego
Identifying feelings of story characters
Retelling a part of the story
Anticipating events
Dramatizing events in the story
Identifying motives for action

KIT 13
Identifying the setting of the story El grano de oro
Identifying feelings of story characters
Identifying motives for action
Identifying personal characteristics
Comparing and contrasting characters
Anticipating events
Offering solutions to a conflict
Identifying sequence of events

KIT 14
Matching numerals with names of numerals
Identifying personal feelings about restriction and freedom
Identifying the characters and setting in the story El negro Manzano
Identifying personal traits of story characters
Establishing cause-effect relationships
Anticipating events
Identifying motives for action

KIT 15
Identifying rhyming words
Relating personal experience to the text
Identifying motives for action in the story La zorra y las uvas
Anticipating events
Identifying feelings of story character
Identifying cause-effect relationships
Answering riddles

KIT 9
Identifying the sound /j/ represented by g before i, e
Identifying the sound /ll/; writing the letters ll
Constructing sounds/letters/words
Reading the story Clowns
Verifying facts in a story
Identifying the sound /u/; writing the letters Q-q
Identifying the sound /i/; writing the letters Y-y
Identifying rhyming words
Matching pictures and sentences; verifying facts

KIT 10
Identifying the sound /ch/; writing the letters Ch-ch
Identifying the sound /z/; contrasting ss and ds1
Reading the story Las aventuras de Chea
Matching words and context, pictures and sentences
Identifying the sound /k/ represented by c before i, e
Contrasting syllables; analysing word structure
Matching capital and lower case letters
Analysing a story

KIT 11
Reading the story Llegan del campo
Analysing an episode of a story
Substituting/adding letters to form new words
Comparing syllables; analysing word structure
Matching letters to an ordered alphabet sequence
Placing drawings in alphabetical order
Matching sentences with actions which are pantomimed
Writing letters in alphabetical order
Analysing a story

KIT 12
Identifying the sound /rr/; writing the letters rr
Identifying/contrasting sounds/letters
Identifying words beginning with ñ
Reading the story Un ol moring
Matching completion sentences to events and pictures
Analysing word structure and use of written accent
Identifying the sound /ll/; writing the letters ll-y
Completing sentences by using context clues
Analysing a story

KIT 13
Analysing singular/plural word forms
Analysing ir verb forms; identifying diphthong ue
Identifying initial, contraction syllables
Reading the story Sola en la casa
Completing a crossword puzzle
Substituting syllables to form new words
Identifying words with rr, ñ, l and r
Placing words and letters in alphabetical order
Listing, grouping and labelling words

KIT 14
Reading the story Los caballitos
Analysing word structure; contrasting syllables
Identifying words that begin with g
Identifying words that begin with h, l, r and z
Analysing an episode of a story
Identifying words that begin with v, b, n and l
Identifying initial and final punctuation
Retelling and interpreting a story

KIT 15
Reading the story Corre y corre
Identifying characters, setting, sequence of events, motives for action, feelings/attitudes, and main idea of an episode
Relating personal experience to the text
Retelling and dramatizing a story
Analysing word and syllable structure
Using context clues; contrast homonyms
Matching words with letters of the alphabet

KIT 16
Reading the story /Ah y su amigo
Identifying characters, setting, sequence of events, motives for action, feeling/attitudes, cause-effective relationships, and main events
Anticipating events
Analysing word and syllable structure
Reading sentences of parallel structures
Exploring solutions to personal conflict

KIT A

Recognizing left to right progression
Demonstrating visual discrimination and motor coordination from left to right
Identifying and saying words that begin with the initial sound /t/
Demonstrating left to right progression and return sweep
Identifying rhyming words
Tracing and making vertical lines and circles

KIT B

Identifying the sound /m/ writing the letters M-m
Identifying the sound /n/ writing the letters N-n
Identifying the sound /s/ writing the letters S-s
Identifying the sound /a/ writing the letters A-a
Writing the words can, man, mans
Reading the word list writing CAN in song
Reading a structure pretest
Reading the story Fans

KIT C

Identifying the sound /o/ writing the letters O-o
Identifying the sound /t/ writing the letters T-t
Identifying the sound /h/ writing the letters H-h
Identifying the sound /e/ writing the letters E-e
Identifying periods and exclamation marks
Identifying the sound /d/ writing the letters D-d
Matching capital and lower case letters
Continuing the pairs of words to-do, so-do, to-at
Reading the story It was no help

KIT D

Identifying the sound /i/ writing the letters I-i
Forming sentences from the story It was no help
Identifying the sound /b/ writing the letters B-b
Identifying grammatical signals in make no help
Identifying the sound /ar/ writing the letters R-r
Writing and writing capital and lower case letters
Continuing the syllables to-ta in tim-time
Identifying rhyming words
Read a the story he said

KIT E

Identifying the sound /k/ writing the letters K-k
Reading the story he said
Identifying the sound /l/ writing the letters L-l
Completing and reading question structures
Identifying the sound /u/ writing the letters U-u
Reading the story can also be true
Identifying the beginning and terminating punctuation
Matching words identifying sentences from the story
Identifying main ideas analyzing characters actions

KIT F

Identifying the sound /g/ writing the letters G-g
Identifying the letters /h/i writing the letters H-h
Identifying the digraphs ee and singular/plural
Reading the story It rang
Identifying the sound/s/ writing the letters J-j
Identifying rhyming words
Reading a structure pretest
Identifying syllables
Matching capital and lower case letters

KIT G

Reading the story is rain or is rare
Matching capital and lower case letters
Contrasting singular and plural forms
Substituting/adding letters to form new words
Identifying rhyming words
Forming words by combining syllables
Forming sentences with known words
Analyzing an episode of a story
Analyzing a story

KIT H

Identifying the sound /v/ writing the letters V-v
Identifying the sound /f/ writing the letters F-f
Contrasting singular and plural forms
Identifying the sound /u/ writing the letters U-u
Reading the story is rain rise
Noting characters and events
Identifying the sound /w/ writing the letter W
Identifying the digraphs ow and oo
Matching events and sentences in sequence

KIT 9

Gisela is the story of a city girl who goes to the country to visit her friends, Rigo and Gema. The two country children invite Gisela to do things that are commonplace for them - riding a horse and climbing a tree. Gisela is not successful at either initially, but she goes out by herself to practice. The next day she shows her friends that she too can do and enjoy the things that they typically do in the country.

KIT 10

Las aventuras de Cheo is the story of a boy who imagines himself taking part in two exciting adventures, one fighting a bull and the other conversing with a parrot. When he tells his mother about the adventures, she does not believe him. At last, Cheo has a real adventure, and again when he tells his mother she does not think he is telling the truth. Cheo asks himself what is true and what is the result of his imagination.

KIT 11

Llegan del campo combines the characters of the two preceding stories and centers on Gisela's visit to the city. Her country friends cannot do things to which they are accustomed, and have to learn how city children cope with traffic, department store escalators and playing ball in confined spaces where windows sometimes get broken and have to be paid for. As did Gisela in her visit to the country Rigo and Gema learn to enjoy themselves in the city.

KIT 12

En el camino continues with Cheo and his parents. Cheo, as children sometimes do, does not go directly home from school. He stops to look into store windows, and begins to walk a rail fence. He is marooned there when a strange dog approaches, but his parents who have been looking for him come along and rescue him. Meanwhile his cap falls and is carried off by the dog. The next day he sees the dog again and the dog leads him to his cap.

KIT 13

Sola en la cama is the story of Silvia, who does not want to sleep with her sister, Ana. Silvia is alone in her room, and a noise frightens her. Her brother, Tito, slips into her room and puts a frog in Sivia's bed. Silvia screams and Tito runs. Ana and Tito cone in pretending to find out what is wrong, and Tito sneaks the frog out without Silvia realizing what has happened. Silvia decides she does not want to sleep alone after all.

KIT 14

Los caballitos focuses on Tito of the preceding story. Tito sees a merry-go-round in front of his house, but his mother says he can't ride on it until later. Tito stays up so late watching the merry-go-round that he does not get enough sleep. Consequently he cannot function well the next day at school. That night Tito goes to bed early. The following day he is well rested, and is able to play ball as usual.

KIT 15

Corre y corre tells of the problems Tito, Silvia and Ana have as they try to take care of a puppy which has been given to them. The puppy chases a cat into a garden, with the children in pursuit. The owner of the garden and his dog join the chase down the street and into another garden where the cat grabs a roasted chicken and causes the lady of the house to join the others. The cat manages to escape, and the rest end up in a mud puddle.

KIT 16

In Ana y su amigo, Ana, Tito, and Silvia are going to a school fair. Tito plans to take his frog and Silvia her puppy, but Ana has no pet to take to the fair. Ana tries to catch a cat to take but the cat escapes. Then she tries to hide Tito's frog, but he finds it. Finally Ana is able to catch a parrot and she takes it to the fair. Although Tito's frog and Silvia's puppy perform well, Ana wins a ribbon. The parrot surprises all by flying off with the prize.

A-2

SCOPE AND SEQUENCE

CHARTS

FOR

MATHEMATICS

Grades: K

1

2

3

April, 1975

CURRICULUM DRAFT FOR THE TITLE VII BILINGUAL PROGRAM

(September, 1975 - June, 1976)

MATEMATICA PARA LA EDUCACION PRIMARIA

Pre - Escolar

Scope and Sequence K

COMCEPTOS DE CONJUNTOS (Concepts of Sets)	Comparación de conjuntos: 22, 31 Correspondencia de conjuntos: 26 Conjuntos no equivalentes: 31-34 Conjunto vacio: 43 Número cardinal de un conjunto: 35-72 Subconjuntos: 49-50, 53/Union de conjuntos: 47, 54, 60
SUCESIONES (Numerical Sequence)	Reconocimiento de patrones y modelos: 17-20 Secuencias numericas:: 55, 65, 75, 77
DESIGUALDADES (Inequalities)	Comparación de dimensiones: 1-5 Mayor que y menor que: 21 Orden de los numeros de 1 a 10: 65, 75 Uno mas que: 33-34
NUMERACION (Numbering)	Numerales de 1 a 10: 35-38, 43, 51, 57, 67, 71
CONBINACIONES NUMERICAS (Numerical Combinations)	Introducción intuitiva a la adición: 49, 53-54, 59-60, 63-64, 69-70, 73-74 Introducción intuitiva a la sustraccion: 79-80
PROPIEDADES FUNDAMENTALES (Fundamental Properties)	Propiedad conmutativa (intuitiva): 79
RESOUCION DE PROBLEMAS (Problem Solving)	Problemas orales sencillos: 44, 47, 49, 51, 57, 61, 67, 71
LOGICA (Logic)	Patrones y modelos: 17-20
MEDIDAS (Measurements)	Reconocimiento de figuras sencillas: 7-8
GEOMETRIA (Geometry)	Discriminación de formas 7-8, 10, 12 Relaciones espaciales: 13-14 Utilización de figuras geométricas: 23-24, 29-30, etc.
TEMAS ESPECIALES (Special Themes)	Patrones y relaciones espaciales: 13-20

Libro 1

Scope and Sequence 1

CONCEPTOS DE CONJUNTOS (Concepts of Sets)	Comparación de conjuntos: 1-10 Conjuntos equivalentes: 3-6 Número cardinal de un conjunto: 11-15/ Conjunto vacío: 33 Conjuntos de dos: 151-154/Conjuntos y sustracción: 73-80 Unión de conjuntos y adición: 55-66 Subconjuntos: 71-74
VALOR DE POSICIÓN (Place Value)	Introducción de la decena: 150 Agrupación por decenas: 155 Monedas de valor 1 y 10: 179-180 Unidades y decenas: 153, 155, 158-162, 166, 171-172, 191, 239-240
OPERACIONES (Operations)	Adición y sustracción de números naturales sin reagrupación: Unidades 5, 6, 7, 8, 9, 10, 11 Relación inversa (+ y -): 85-90, 104, 116, 118, 130, 134, 144, 212, 256
SUCESIONES (Numerical Sequence)	Contar (secuencias numéricas): 42, 164-175, 267 Contar hasta 99: 183
DESIGUALDADES (Inequalities)	Uno más que: 9, 17, 21, 23, 27, 29 Mayor y menor que: 49-54, 186-190 Problemas de dinero: 196
NUMERACIÓN (Numbering)	Dígitos: 11-15, 19-30/Escritura de los dígitos: 37-41 Numerales de dos dígitos: 156/Notación extendida: 237 Recta numérica: 47, 65, 79, 249 Símbolos: >, <, 53; más (+), 57; menos (-), 71; casilla (□), 59; monetario, 173; paréntesis, 225
COMBINACIONES NUMÉRICAS (Numerical Combinations)	Combinaciones de adición y sustracción hasta 9: 59-148 Introducción de combinaciones hasta 18: 241-260 Sumas iguales a 10: 199-218
ECUACIONES Y SU RESOLUCIÓN (Equations and their Resolutions)	Casilla (□): 59-156 Ecuaciones con adición: 59-61 Ecuaciones con sustracción: 73-75
RECTA NUMÉRICA (Number Line)	Introducción en adición y sustracción: 47, 65, 79, y páginas siguientes

PROPIEDADES FUNDAMENTALES (Fundamental Properties)
- Propiedad asociativa para la adición 229-230
- Propiedad conmutativa para la adición 51, 225, 229
- Propiedad del cero en la adición 64
- Uso del paréntesis en la adición 225-229

NÚMEROS RACIONALES (Rational Numbers)
- Introducción a las fracciones 237-280

RESOLUCIÓN DE PROBLEMAS (Problem Solving)
- Problemas de ahorros 168, 173, 268, 283, 291
- Problemas orales: Ver Guía del Maestro, páginas 111, 112, 146, 164, 167

LÓGICA (Logic)
- Razonamiento en ejercicios utilizados en las conversaciones básicas 85-91, 114

TEORÍA DE NÚMEROS (Theory of Numbers)
- Contar a saltos 202
- Números pares e impares 263

MEDIDAS (Measurements)
- Concepto de instinto 285
- Centímetros y pulgadas 285-286
- Capacidad (litro y medio litro) 285-286
- En todo el texto 7, 11, 19-24, 26-30, etc.
- Medidas 284
- Reconocimiento de figuras básicas 24, 94, 107, 288
- Serie numérica 47, 65, 79, 201, 211, 249-250

TEMAS ESPECIALES (Special Themes)
- Lectura del reloj 195-198

[illegible] para la ejercitación personal

Lista 3

Ficción and Imaginación 3

CONCEPTOS DE CANTIDAD
(Concepts of Cant.)

Comparación de conjuntos: 1/Más/menos de dicen: 3
Unión de conjuntos y enunciados con cálculos: 20, 32
Con juntos y enunciados con contradicción: 31, 40, 41
Repetición de conjuntos: 60-65, 100-111
Multiplicación y conjuntos: 201-215, 220-224

VALOR DE POSICIÓN
(Place Value)

Números de 2 y 3 dígitos: 9-20
Números de 3 y 4 dígitos: 170-180
Ampliación: 211-219

OPERACIONES
(Operations)

Adición y sustracción de números naturales sin reagrupación: 25-32
Adición y sustracción de números naturales con reagrupación: 210-214
Relación inversa (+ y −): 51, 95, 130

NUMERALES
(Numerical Sequence)

Cantan: 11-15, 16, 35, 36, 95, 171-180, 190, 192
Cuentan (de enero a marzo): 22
Cantar a saltos: 197, 230-250

DESIGUALDADES
(Inequalities)

Mayor y menor que: 2, 11-15, 191-198
Escribimos en forma de cantidad: 197

NUMERACIÓN
(Numbering)

Secuencias de numeración: 1
Adición y sustracción (relación vertical): 32, 60, 79
Relación extensa: 35
Números romanos: 1-5, 10/Ejemplos: 115-130
Ejercicios: (1, 10-15, 35, 100; 1, 200-250, 2 y 300; exercicio, 31, 120-150; ejercicio, 215-280

CONOCIMIENTOS NUMÉRICOS
(Numerical Functionalism)

Sumas menores que 10: 20-30
Sumas de 10 a 18: 35-120
Tablas de adición: 10-40/Ejemplos que faltan: 37
Determinación de las combinaciones de multiplicación: 201-250

[illegible]

[illegible] Code: § [illegible] [illegible]

[illegible] 1

Design and Regulations 1

[illegible] Design, [illegible] 1
[illegible] 1
[illegible] 1
[

PSSP SCOPE AND SEQUENCE

Primer Grado

Primer y Segundo Semestre

NIVEL UNO - El nino y su ambiente

PROPIEDADES

1. Color
2. Forma
3. Tamaño
4. Dureza - Textura
5. Brillo
6. Sonido
7. Olor
8. Aplicacion de las destrezas

CLASIFICACION

1. Una propiedad
2. Mas de una propiedad
3. Aloicar las destrezas clasificadas
4. Ordenación en serie
   Otras propiedades escogidas
   .color
   .olor
   .textura
   .brillo
5. Relaciones y Proporciones

MEDIDAS

1. Medidas de objetos sólidos
   .unidades de medida
   .construir un aparato simple de medida
   .uso de la regla
   .circunferencia
2. Medida de liquidos
   .comparar volumen
3. Uso de la balanza
   .peso relativo
   .clasificacion de acuerdo a su peso
   .clasificar de acuerdo a su peso
   .pesos comparativos

CAMBIOS FISICOS Y QUIMICOS

1. Composición de Objetos sólidos
   .compuesto de una materia
   .comparación de materias
   .identificacion de materia y objetos
2. Identificar las propiedades de los sólidos, Liquidos y Gases
3. Cambios Fisicos
   .cambios en el estado de la materia
   .disolución de sólidos
   .separando las materias
4. Cambios quimicos
   .observar cambios químicos
   .identificar cambios químicos en los sólidos, líquidos y gases

PSSª SCOPE AND SEQUENCE

Segundo Grado

Primer y Segundo Semestre

NIVEL DOS - El nino explora los seres viventes y la tierra

ANIMALES

1. Comparar lo vivente y no vivente
2. Diferencias entre animales
3. Condiciones que afectan a los animales
4. Crecimiento y cambios
5. Utiles y peligrosos
6. Observar como obtienen sus alimentos
7. Comunidad animal
8. Animales microscopicos
9. Creando el ambiente animal
10. La influencia del hombre en las cosas viventes

PLANTAS

1. Propiedades de las semillas y plantas
2. Observar el crecimiento de las semillas
3. Condiciones que afectan su crecimiento
4. Conservar el record grafico del crecimiento
5. Las plantas y la luz
6. Las plantas y la gravedad
7. Sembrar plantas sin semilla
8. Construir un terranium
9. Observar un semillero

TIEMPO

1. El aire ocupa espacio
2. El aire tiene peso
3. El aire mueve objetos
4. El aire puede empujar
5. Como empuja el aire
6. Registrar cambios en el tiempo
7. Construir aparatos simples para registrar cambios en el tiempo
8. Investigar medios de evaporacion
9. Investigar medios de condensacion

ROCAS Y TERRENOS

1. Observar diferentes clases de rocas
2. Clasificar rocas
3. Como cambian las rocas
4. Rocas y agua
5. Sedimentacion
6. Propiedades o caracteristicas del terreno
7. Tierra y agua
8. Tierra y plantas
9. Erosion o desgaste
10. Conservacion del terreno
11. Filtracion del agua
12. Fosiles
13. Formacion de los fosiles
14. Fosiles y su relacion con la historia

PREP SCOPE AND SEQUENCE

Tercer Grado

Primer y Segundo Semestre

NIVEL TRES - Explorar el mundo Fisico

FUERZA Maquinas Simples Magnetismo

1. Palancas
2. Polas
3. Herramientas
4. Planos inclinados
5. Maquinas y fricciones
6. Imanes o magnetos
7. Construccion de maquinas Simples
8. Construir imanes simples
9. Observar campo magnetico
10. Construir una brujula simple
11. Direcciones y la brujula

ELECTRICIDAD

1. Electricidad estatica
2. Luces o Interruptores
3. Circuitos completos
4. Conductores
5. Controlando Electricidad
6. Construyendo un electromagneto
7. Usos de la Electricidad
8. La construccion de circuitos

LUZ

1. Observar como viaja la luz
2. Luz y Sombra
3. Construir un reloj de sol
4. Las diferentes materias afectan la manera en que viaja la luz
5. Combinaciones de Luz y Color
6. Observar como brota la luz
7. Uso de un periscope para observar la luz
8. Lentes y Luz
9. Amplificacion
10. Espectro de la luz

SONIDO

1. Vibraciones y Sonido
2. Efectos de objetos vibrantes
3. Como pueden cambiar los sonidos
4. Como funciona el telefono
5. Aire y Sonido
6. Haciendo juguetes de sonido
7. Sonido y materiales
8. El sonido como una propiedad
9. Orden consecutiva y sonido
10. Comparando Sonidos
11. Sonidos y Cuerdas
12. Sonidos y Aire

(02)

ATTITUDE-LANGUAGE RATING SCALE TITLE I-ESI BILINGUAL PROGRAM

(01, 02)

NAME: (3-20)

Rate the child's attitude and language proficiency skills on a five-point scale. The five-point scale represents degrees of frequency, based on your observations of the child's behavior. Base your ratings on your first impressions. The five point scale is keyed as follows:

5 = Very Often
4 = Frequently
3 = Sometimes
2 = Occasionally
1 = Never

Mark only one out of the five choices (ratings) for each of the following 20 items by putting a circle ○ around the appropriate rating number (5 or 4 or 3 or 2 or 1) which best describes the child. Remember to put a circle around one of the ratings to all the 20 items.

1.	Understands and follows directions in English.	5	4	3	2	1	(21)
2.	Appears to be proud of his background.	5	4	3	2	1	(22)
3.	Asks questions in the classroom, using English.	5	4	3	2	1	(23)
4.	Understands and follows directions in Spanish.	5	4	3	2	1	(24)
5.	Pays attention to the Spanish teacher.	5	4	3	2	1	(25)
6.	Sticks with job until finished, even if difficult.	5	4	3	2	1	(26)
7.	Talks freely with peers using English.	5	4	3	2	1	(27)
8.	Expresses his opinions in Spanish.	5	4	3	2	1	(28)
9.	Recites (participates) in classroom easily in English.	5	4	3	2	1	(29)
10.	Asks questions in the classroom, using Spanish.	5	4	3	2	1	(30)
11.	Understands functional phrases in the second language.	5	4	3	2	1	(31)
12.	Tries to do better in something than he did before.	5	4	3	2	1	(32)
13.	Expresses his opinions in English.	5	4	3	2	1	(33)
14.	Talks freely with peers using Spanish.	5	4	3	2	1	(34)
15.	Recites (participates) in classroom easily in Spanish.	5	4	3	2	1	(35)
16.	Pays attention to the English teacher.	5	4	3	2	1	(36)
17.	Uses the second language in the classroom.	5	4	3	2	1	(37)
18.	Shows great interest in his classwork.	5	4	3	2	1	(38)
19.	Considers it important to do well in school.	5	4	3	2	1	(39)
20.	Level of vocabulary usage in the second language adequate.	5	4	3	2	1	(40)

ESCALA CLASIFICADORA DE LA ACTITUD Y CONDUCTA DEL NIÑO PADRINO MILAGRO-PUNTAJE (A-6)

NOMBRE:

CLASIFIQUE LA ACTITUD DEL NIÑO Y SU ACTUACION LINGUISTICA EN UNA ESCALA DE CINCO-PUNTOS. LA ESCALA DE CINCO-PUNTOS REPRESENTA LOS GRADOS DE FRECUENCIA, BASADOS EN SUS OBSERVACIONES CON RESPECTO A LA CONDUCTA DEL NIÑO. BASE SU EVALUACION EN SU PRIMERA IMPRESION. LOS CINCO-PUNTOS DE LA ESCALA SON LOS SIGUIENTES:

5 = CASI SIEMPRE
4 = FRECUENTEMENTE
3 = ALGUNAS VECES
2 = DE VEZ EN CUANDO
1 = NUNCA

MARQUE SOLAMENTE UNO DE LOS CINCO ALTERNATIVOS POR CADA UNO DE LOS SIGUIENTES CUATRO PUNTOS. MARQUE CON UNA CRUZA (X) UNO DE LOS CINCO ALTERNATIVOS (5 4 3 2 1) QUE MEJOR DESCRIBE EL NIÑO.

1. ACTUANDO Y DICIENDO INSTRUCCIONES EN INGLES.	5	4	3	2	1	(101)
2. APARENTA ESTAR ENGLOBADO EN SU AMBIENTE.	5	4	3	2	1	(102)
3. HACE PREGUNTAS EN EL SALON DE CLASE USANDO, EL INGLES.	5	4	3	2	1	(103)
4. ENTIENDE Y DICE INSTRUCCIONES EN ESPAÑOL.	5	4	3	2	1	(104)
5. PRESTA ATENCION AL PROFESOR DE HABLA ESPAÑOL.	5	4	3	2	1	(105)
6. PERSISTENTE EN SU TRABAJO HASTA EL FINAL AUNQUE NO ESTE CORRECTO.	5	4	3	2	1	(106)
7. HABLA LIBREMENTE CON SUS COMPAÑEROS USANDO EL LENGUAJE INGLES.	5	4	3	2	1	(107)
8. EXPRESA SUS OPINIONES EN ESPAÑOL.	5	4	3	2	1	(108)
9. PARTICIPA FACILMENTE EN EL SALON DE CLASE EN INGLES.	5	4	3	2	1	(109)
10. HACE PREGUNTAS EN EL SALON DE CLASE USANDO, EL ESPAÑOL.	5	4	3	2	1	(110)
11. ENTIENDE FRASES FUNCIONALES EN LA SEGUNDA LENGUA.	5	4	3	2	1	(111)
12. TRATA DE RESPONDER EN ALGO QUE SE ACERCA APROXIMADAMENTE.	5	4	3	2	1	(112)
13. EXPRESA SUS OPINIONES EN INGLES.	5	4	3	2	1	(113)
14. HABLA LIBREMENTE CON SUS COMPAÑEROS USANDO EL LENGUAJE ESPAÑOL.	5	4	3	2	1	(114)
15. PARTICIPA FACILMENTE EN EL SALON DE CLASE EN ESPAÑOL.	5	4	3	2	1	(115)
16. PRESTA ATENCION AL PROFESOR DE HABLA INGLES.	5	4	3	2	1	(116)
17. UTILIZA LA SEGUNDA LENGUA EN LA CLASE.	5	4	3	2	1	(117)
18. MUESTRA GRAN INTERES EN SU TRABAJO DE LA CLASE.	5	4	3	2	1	(118)
19. LA CONCIENCIA INCIDENTAL PRESENTE EN LA ESCUELA.	5	4	3	2	1	(119)
20. EL NIVEL DEL VOCABULARIO QUE USA EN LA SEGUNDA LENGUA ES ADECUADO.	5	4	3	2	1	(120)

Table 4.1

[illegible]

Area A	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

C-1 (Continued)

Introduction

This instrument has one major purpose: To obtain reliable information about classrooms operating under the Title VII Cleveland Bilingual Education Program. While information obtained should be useful for purposes of documenting what is happening in these classrooms for in-service education of teachers, the primary purpose is to describe critical teaching behavior and critical characteristics of classrooms.

Please do not try to inject the notion of right or wrong or good or bad into the characteristics or behaviors we ask you to look for. The observers are not asked to say whether a behavior is "good" or "bad." Observers are asked only to record classroom characteristics and behaviors.

The following suggestions are made for classroom observations:

- Remember to check in at the principal's office upon arrival.
- Refer to last page on this guide for completing school code.
- Data to complete the Information Sheet (status, grade, names of teachers and teacher assistant); number of years of teaching experience may be obtained before you begin observation.
- Take only necessary notes in the classroom and complete the classroom observation instrument after observation.
- Every question should be answered. Feel free to ask any of the teachers about some of the questions if you are in doubt as to the response you are making to that question.
- Space is provided for the Observer to make comments and qualifications.
- Observers are not to discuss their impressions of individual teachers.
- Completed observation instruments should not be left at the school or with the individual teacher.

All completed observation instruments (eight per observer) should be given to Dr. Ofelia Malasa, Bilingual Program Evaluator, during the debriefing session.

SECTION 1. MATERIALS IN THE CLASSROOM: FOCUS LANGUAGE

1.1 Are there individual word boxes or other containers for words in Spanish which are appropriate for children at these grade levels?

This question is answered "yes" if there is any evidence that at least five children have individual collection of words in Spanish which are important to them that they have wanted to learn the meaning of learn how to spell, etc. These children may start their collection of words in a box, in a folder, in an envelope, or in any other container.

1.2 Are there individual word boxes or other containers for words in English which are appropriate for children at these grade levels?

This question is answered "yes" if there is any evidence that at least five children have individual collection of words in English which are important to them that they have wanted to learn the meaning of learn how to spell, etc. These children may start their collection of words in a box, in a folder, in an envelope, or in any other container.

1.3 Are there charts of words in Spanish for children to learn?

For this question, look for charts of words in Spanish which are prominently displayed (made by the teacher and/or the children or a commercial company) which are easy for the children to read and/or learn. This question should be answered with "yes," if charts containing Spanish words are visible to the observer.

1.4 Are there charts of words in English for children to learn?

For this question, look for charts of words in English which are prominently displayed (made by the teacher and/or the children or a commercial company) which are easy for the children to read and/or learn. This question should be answered with "yes," if charts containing English marks are visible to the observer.

1.5 Are there displayed materials depicting rhymes in Spanish (nursery rhymes, choral reading, poems, songs)?

If any of these items in Spanish are displayed in the classroom, answer "yes."

1.6 Are there displayed materials depicting rhymes in English (nursery rhymes, choral reading, poems, songs)?

If any of these items in English are displayed in the classroom, answer "yes."

1.7 Are there books, magazines, or other reading materials in Spanish reflecting children's interests, age and cultural background?

For this question, answer "yes" if any two kinds of these reading materials from home or library (books or factual information, children-made books, pleasure reading books, magazines) in Spanish are easily accessible to children and found to reflect children's interests, age or background.

1.8 Are there books, magazines, or other reading materials in English reflecting children's interests, age and cultural background?

For this question, answer "yes" if any <u>two</u> kinds of these reading materials from home or library (books of factual information, children-made books, pleasure reading books, magazines) in English are easily accessible to children and found to reflect children's interests, age or background.

SECTION 2. MATERIALS IN THE CLASSROOM: FOCUS CULTURE

2.1 Are there classroom materials or displays that clearly represent Puerto Rican and American families, homes, or backgrounds?

This question is answered "yes" as long as at least one item in the classroom materials/displays depicts family, home or neighborhood representing Puerto Rican and American life (e.g. photographs, drawings, bulletin displays).

2.2 Are there classroom materials or displays that depict information, scenes people, maps, or books about Puerto Rico?

This question is answered "yes" as long as there is one item of the classroom materials/displays depicting local information, local scenes or local people from Puerto Rico.

2.3 Are there classroom materials or displays that depict information, scenes, people, maps, or books about the United States?

This question is answered "yes" as long as there is one item of the classroom materials/displays depicting local information, local scenes or local people from the United States.

2.4 Are there classroom materials or displays that depict local information, local scenes, local people, local maps, pictures from a field trip to the neighbornood, or books about Cleveland, etc.?

This question is answered "yes" as long as there is one item of the classroom materials/displays depicting local information, local scenes or local people from Cleveland.

2.5 Are there classroom materials and/or displays that represent ethnic groups other than those of the children in the group?

This question is answered "yes" when one or more additional ethnic groups other than those of the children in the classroom are depicted in the classroom materials or displays.

2.6 Are there classroom materials or displays showing persons (children) belonging to different ethnic groups interacting with each other?

This question is answered "yes" as long as there is one item of the classroom materials/displays showing individuals belonging to different ethnic groups interacting with each other.

SECTION 3. LEARNING EXPERIENCE OBSERVATION: FOCUS BILINGUAL INSTRUCTION

3.1 Are there ongoing small-groupings of instruction?

This question is answered "yes" if there is any evidence of at least two small groups receiving instruction from the teaching staff. A small group should consist of 2-7 children.

3.2 Is there ongoing individualized tutoring on a one-to-one basis?

This question is answered "yes" if there is at least one child being tutored by an adult in the classroom.

3.3 Is there ongoing seperate instruction in Spanish and in the English language?

This question is answered "yes" if groups are separated according to language of instruction within one classroom. A group may consist of five or more pupils.

3.4 Is there ongoing bilingual instruction?

This question is answered "yes" if there is at least a group who is receiving instruction in a basic subject area, simultaneously in both Spanish and English languages. A group may consist of five or more pupils.

3.5 Are there evidences of teachers' encouragement for children to speak in their dominant language?

This question is answered "yes" if there are concrete evidences of teacher's positive responses (reactions) to child's use of dominant language, e.g. teachers made no "demeaning" efforts to force the child to speak in the second language. Demeaning behavior means belittling or devaluing or degrading child's use of his dominant language. If a teacher responds to a child's question presented to her in a dominant language in that same language, this question may be answered "yes."

3.6 Are there evidences of teachers' encouragement for children to speak in their second language?

This question is answered "yes" if there are concrete evidences of teacher's positive responses (reactions) to child's attempts to use the second language, e.g. teacher assists the child in formulating sentences/phrases in the second language; teacher assists the child in translating words or phrases or sentences from his dominant language to the second language.

3.7 Do the classroom materials in the English language reflect different levels of difficulty?

This question is answered "yes" if materials in the English language as evidenced by supplementary texts, magazines, more advanced textbooks, and library books are available in the classroom as well as accessible to the children.

3.8 Do the classroom materials in the Spanish language reflect different levels of difficulty?

This question is answered "yes" if materials in the Spanish language as evidenced by supplementary texts, magazines, more advanced textbooks, and library books are available in the classroom as well as accessible to the children.

3.9 Are there variations (3 or more) in assignments (tasks) provided to individuals and small-groupings in the Spanish language?

This question is answered "yes" if there are at least three groupings (one-to-one tutorial, or small groups of 3-5 pupils) doing different tasks of using the Spanish language as a media of instruction. If all the members in the group receiving Spanish instruction are doing the same identical tasks, the answer is "no."

3.10 Are there variations (3 or more) in assignments (tasks) provided to individuals and small-groupings in the English language?

This question is answered "yes" if there are at least three groupings (one-to-one tutorial, or small groups of 3-5 pupils) doing different tasks of using the English language as a media of instruction. If all the members in the group receiving English instruction are doing the same identical tasks, the answer is "no."

3.11 Are there evidences of interaction between children using both languages?

This question is answered "yes" if there is at least two incidences of behaviors, interactions between children involving the use of Spanish and English phrases, sentences, or words, e.g. a child asking a peer for translation of some phrases, words, etc. into the second language represents a sample of this behavior.

3.12 Do intra-class groupings vary in size and number reflecting pupil's needs?

This question is answered "yes" if child in the class range from one person to as much as half the class, or if group size and membership are flexible and change according to the nature of the task. This question is answered "no" if there is no grouping utilized at all.

5.03 Do the Spanish-dominant teachers work with individual pupils?

This question is answered "yes" if there are evidences of the Spanish-dominant teacher tutoring 1-2 pupils for an extended period during the observation period.

5.04 Do the English-dominant teachers work with individual pupils?

This question is answered "yes" if there are evidences of the English-dominant teacher tutoring 1-2 pupils for an extended period during the observation period.

5.05 Are there evidences of cooperative planning between the Spanish and English-dominant teachers?

This question is answered "yes" if there is evidence of a common instructional objective in the observed session. Observers may feel free to ask the teachers for evidences of a joint planning of instruction for that day which has been made, e.g. lesson plans, etc.

5.06 Are there evidences of rapport between teachers and children?

This question is answered "yes" if there are evidences of a warm communication going on between the teachers and the children; e.g. children feel free to ask questions from the teachers, feel free to express their opinions; teachers are open and receptive to them when their pupils have to say.

5.07 Does the teacher assistant work as a reinforcing agent in the classroom?

This question is answered "yes" if there are concrete evidences of teacher assistant trying to follow-up or reinforce the explanations of some concepts (Spanish or English) for a child or small groups of children.

[illegible]

The [illegible] is a plan used to observe the following selected aspects of social areas of the Town and Standard Metropolitan Statistical Areas: language, culture, demographic, physical descriptions of the classroom and personnel teacher characteristics. The instrument can be completed in one hour. This plan observation instrument is presented here is used in forming descriptive ideas the present practices in the 50 classrooms (5) public and non-parochial schools in the Town and Standard Areas of Metropolitan Virginia.

Data from this instrument will be entered to performance levels of the public based on a variety of evaluation instruments. It is also required that a profile will be obtained over a number of observations and teachers to provide descriptions of ongoing practices in the Virginia classes.

[illegible]

[illegible]

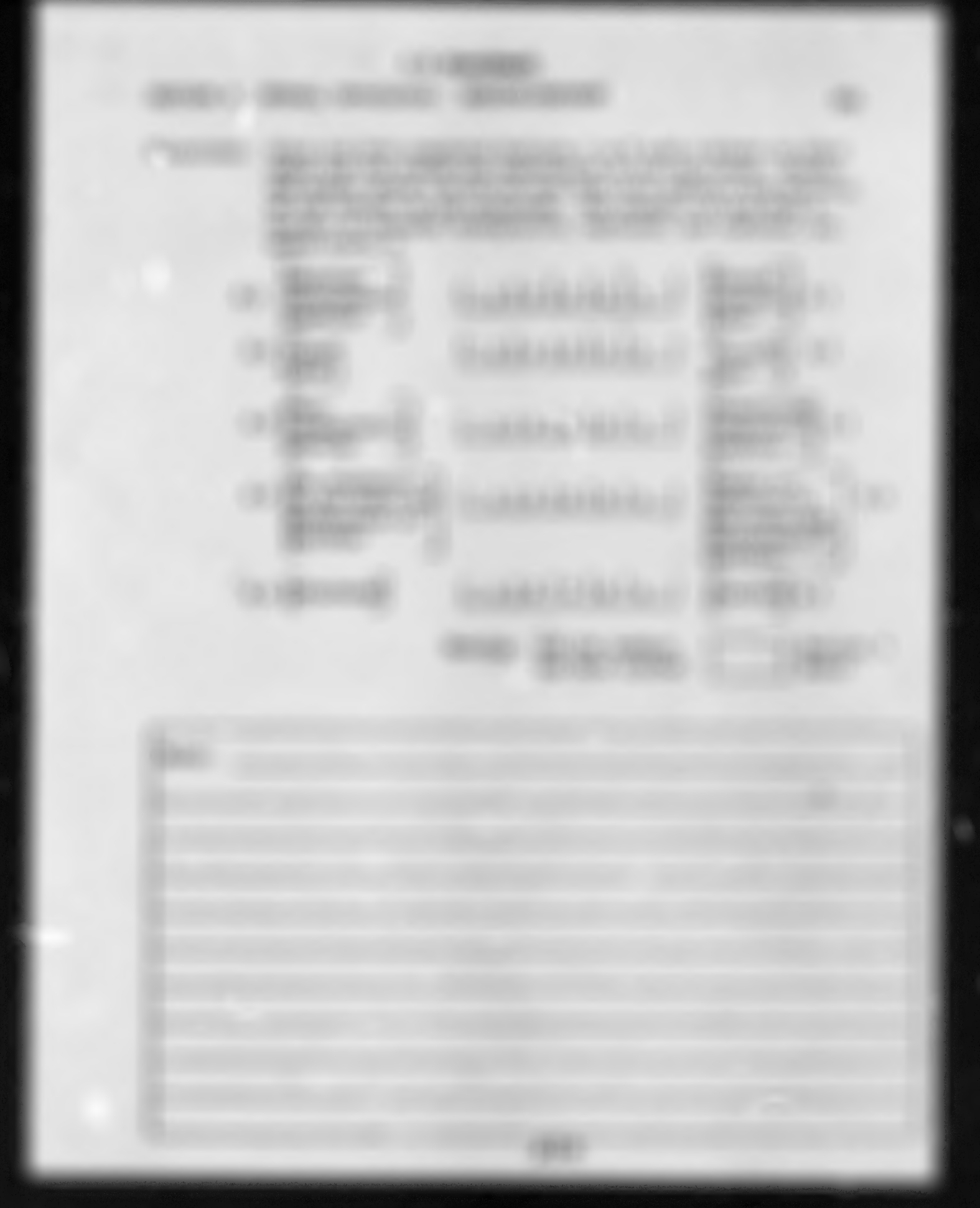
[illegible]

[redacted]

[illegible]

[illegible]

[illegible]



SECTION 5. OVERALL IMPRESSIONS: SPANISH-DOMINANT 206

Directions: After you have completed Sections 1 to 4 take a minute to think about all the things you experienced in the classroom. Circle the number (from 1 to 5) on each line that reflects the behavior of the teacher in the classroom. For example, if you feel a teacher is somewhat disorganized, unplanned, and confused, you would circle 2.

5.1	unplanned disorganized confused	1	2	3	4	5	planned organized clear	5.1
5.2	aloof cold	1	2	3	4	5	friendly warm	5.2
5.3	dull unimaginative routine	1	2	3	4	5	stimulating imaginative creative	5.3
5.4	not responsive to the needs and differences of children	1	2	3	4	5	highly responsive to the needs and differences of children	5.4
5.5	structured	1	2	3	4	5	flexible	5.5

Scoring: add the numbers you have circled [ ] Section 5 Score

Notes:

SECTION . OVERALL IMPRESSIONS:

Directions: After you have completed Sections 1 to take a minute to think about all the things you experienced in the classroom. Circle the number (from 1 to 5) on each line that reflects the behavior of the teacher in the classroom. For example, if you feel a teacher is somewhat disorganized, unplanned, and confused, you would circle 2.

unplanned disorganized confused	1 2 3 4 5	Planned organized clear
aloof cold	1 2 3 4 5	friendly warm
dull unimaginative routine	1 2 3 4 5	stimulating imaginative creative
not responsive to the needs and differences of children	1 2 3 4 5	highly responsive to the needs and differences of children

Scoring: add the numbers you have circled [ ] Section Score

Notes: _____

Code	School
01	Hicks
02	Paul L. Dunbar
03	Scranton
04	Clark
05	East Madison
06	Watterson-Lake
07	Orchard
08	Kentucky
09	Saint Stephens
10	Waring
11	Sackett
12	Tremont
13	Waverly

OBSERVATION TEAM

Joseph Hoestler
Title VII Lorain Bilingual Education Program

Ms. Diana Dawson
Associate Professor
Cuyahoga Community College

Professor John Purcell
Associate Professor
Cleveland State University

Schedule

Observers	Schools
Hoestler	Hicks, Clark, Orchard, Tremont Paul L. Dunbar, East Madison, Kentucky, Sackett, Saint Stephens
Dawson	Paul L. Dunbar, East Madison, Kentucky, Waverly, Scranton, Watterson-Lake, Tremont, Waring
Purcell	Scranton, Watterson-Lake, Sackett, Hicks, Clark, Orchard, Waverly, Waring

SUMMARY OF CLASSROOM OBSERVATIONS
TITLE VII CLEVELAND BILINGUAL EDUCATION PROGRAM
MAY 1975

Each of the 14* bilingual classes was visited twice by two different observers during the middle week of May. Classes were observed as usual according to the following classroom categories:

- Section 1. Materials in the Classroom: Focus Language.
- Section 2. Materials in the Classroom: Focus Culture.
- Section 3. Learning Experience Observation: Focus Bilingual Instruction.
- Section 4. Overall Impressions: English-Dominant Teacher.
- Section 5. Overall Impressions: Spanish-Dominant Teacher.

I. INFORMATION SHEET

- Three of the 14 classes are ungraded, with one school serving Grades 1-3, one school serving Grades 2-3, and one school serving Grades 1-2.
- One of the remaining 11 classes served kindergarten pupils, the remaining ten classes served Grade 1 children.
- Official enrollment figures:

N of Pupils	N of Classes (Schools)
35-37	2
32-34	7
29-31	-
26-28	2
25 or less	3

Approximately 50% of the 14 classes had an official enrollment from 32-34 pupils. This range of enrollment was higher during this observation as compared to the January 1975 observation (29-34).

---

* Clark, East Madison, Hicks, Kentucky, Orchard, Paul L. Dunbar, Sackett, Scranton, Tremont, Waring, Watterson-Lake, Waverly, St. Stephens and Walton.

- Number of children present:

# of Pupils	# of Classes (Schools)
05-07	1
07-10	4
20-21	5
26-28	1
23-25	2
20-22	0

Approximately 50% of the 14 classes had an attendance ranging from 20-30 pupils. This range of figures appeared to be higher during this observation as compared to the January 1970 observation (20-21).

- Ethnic groups present - attendance

The same three groups were identified: English-Dominant, Spanish-Dominant and Bilingual. (Spanish-dominant were combined with the bilingual group in this report).

Data	First Observation		Second Observation	
	English-Dominant	Spanish-Dominant	English-Dominant	Spanish-Dominant
Range of N	5-23	5-22	5-23	5-19
Average ($\bar{X}$)	13.42	12.86	14.08	12.16
Variability (σ)				

There appeared to be a comparable number of English-dominant and Spanish-dominant (including Bilingual) youngsters during the first and second observations. Variability for both groups for the two observations were generally comparable.

- Staffing patterns:

14 English teachers (Regular Classroom)
- 4 Black
- 10 White

14 Spanish-speaking teachers
- 11 Puerto Rican
- 1 Cuban
- 1 Mexican
- 1 Guatemalan

14 Teacher Assistants (Puerto Rican)
5 Teacher Assistants (English-Speaking)
(From other projects: Reading Impact, Designs for Learning)

- Staff in Attendance

The following table presents the number of adults present in the 14 classrooms during the first and second observation periods:

Staff in Attendance

Observation Period	English Teachers	Spanish Teachers	Bilingual Teacher Assistants	Others
First Observation	14	14	14	6
Second Observation	14	14	13	6

- Number of classrooms utilized

Six of the 14 bilingual classes were using two classrooms. Two-thirds of these two classrooms in one class shared a wall because of their distance from each other. However, the layout of each of the classes using two rooms was setup to be desirable so to maximize the active level.

IV. PRESENTATION OF RATINGS: SECTIONS I-E

A summary of teachers' observations is presented in the following pages, by section. It should be noted that items checked "No" may mean either of the following:

1. Items may be a part of the regular bilingual instruction which were not observed at the time of the scheduled observation.
2. Items were not observed simply because they are not a part of the regular program of instruction.

The results presented below are a function of the time of observation, and of course, differences among observers themselves.

SECTION 1. WORKING IN THE CLASSROOM (Mark combined)

How per cent distribution of "yes" responses to the eight (8) items under this section are presented below by item for each observation.

Item		First Observation	Second Observation
1.1*	Evidence of individual work books or consumables for Spanish pupils	00%	00%
1.2*	Evidence of individual work books or consumables for English pupils	00%	00%
1.3	Evidence of charts of Spanish words	00%	00%
1.4	Evidence of charts of English words	00%	00%
1.5	Evidence of Organized materials, e.g. Books in Spanish	00%	00%
1.6	Evidence of Organized materials, e.g. Books in English	00%	00%
1.7	Evidence of reading materials in Spanish	00%	00%
1.8	Evidence of reading materials in English	00%	00%

The highest scores were given for the following items:

1.8 Are there books, magazines, or other reading materials in English appearing children's interests, age and interest backgrounds?

1.4 Are there charts of words in English for children to learn?

1.3 Are there charts of words in Spanish for children to learn?

Scores for the remaining five items were generally comparable and represented a higher per cent of their presence in the classroom.

Some of the comments made in this section should be noted:

- "The materials are quite adequate for different homerooms and materials need not be alike."
- "The materials appeared to be quite adequate for different homerooms in the classroom."

---

* Marked discrepancy between the first and second observations. Would be an index a function of observers' differences.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
(a)	[illegible]	[illegible]
(b)	[illegible]	[illegible]
(c)	[illegible]	[illegible]
(d)	[illegible]	[illegible]
(e)	[illegible]	[illegible]
(f)	[illegible]	[illegible]
(g)	[illegible]	[illegible]
(h)	[illegible]	[illegible]
(i)	[illegible]	[illegible]

[illegible]

(a) [illegible]

(b) [illegible]

(c) [illegible]

(d) [illegible]

(e) [illegible]

(f) [illegible]

(g) [illegible]

(h) [illegible]

(i) [illegible]

[illegible]

SUMMARY OF CLASSROOM OBSERVATIONS
TITLE VII CLEVELAND BILINGUAL EDUCATION PROGRAM
JANUARY 1975

Each of the 13* bilingual classes was visited twice by two different observers during the last week of January. Classes were observed according to selected classroom categories:

- Section 1. Materials in the Classroom: Focus Language.
- Section 2. Materials in the Classroom: Focus Culture.
- Section 3. Learning Experience Observation: Focus Bilingual Instruction.
- Section 4. Overall Impressions: English-Dominant Teacher.
- Section 5. Overall Impressions: Spanish-Dominant Teacher.

INFORMATION SHEET

- Three of the 13 classes are ungraded, with one school serving Grades 1-3, one school serving Grades 2-3, and one school serving Grades 1-2.
- One of the ten classes served kindergarten pupils, the remaining nine classes served Grade 1 children.
- Official enrollment figures:

N of Pupils	N of Classes (Schools)
35-37	2
32-34	4
29-31	2
26-28	2
25 or less	2

Majority of the classes had an official enrollment ranging from 29-34 pupils.

---

* Clark, East Madison, Hicks, Kentucky, Orchard, Paul L. Dunbar, Sackett, Scranton, Tremont, Waring, Watterson-Lake, Waverly, St. Stephens

. Number of children present:

N of Pupils	N of Classes (Schools)
35-37	1
32-34	2
29-31	3
26-28	3
23-25	2
20-22	2

Majority of the 13 classes had an attendance ranging from 26-31 pupils.

. Ethnic groups present - attendance

Observers identified three groups: English-Dominant, Spanish-Dominant and Bilingual. (Spanish-dominant were combined with the bilingual group in this report).

	First Observation		Second Observation	
Data	English-Dominant	Spanish-Dominant	English-Dominant	Spanish-Dominant
Range of N	10-25	7-17	10-25	7-18
Average ($\bar{X}$)	14.54	13.38	15.31	13.71
Variability (S)	4.81	3.43	4.29	3.56

There appeared to be a comparable number of English-dominant and Spanish-dominant -- Bilingual youngsters during the first and second year observations. Variability for both groups for the two observations were generally comparable.

. Staffing patterns:

14 English teachers (Regular Classroom)
- 6 Black
- 8 White

15 Spanish-speaking teachers
- 10 Puerto Rican
- 1 Cuban
- 1 Mexican
- 1 Guatemalan

14 Teacher Assistants (Puerto Ricans)
3 Teacher Assistants (English-Speaking)
(from other projects, Reading Impact, Designs for Learning)

. Staff in Attendance

The following table presents the number of adults present in the 13 classrooms during the first and second observation periods:

STAFF IN ATTENDANCE

Observation Period	English Teachers	Spanish Teachers	Bilingual Teacher Assistants	Others
First Observation	13*	12**	11+	6
Second Observation	13*	10**	12+	6

* One Anglo teacher was absent on both occasions. One Anglo teacher was preoccupied with other activities and could not be observed on the scheduled date.

** Two Spanish-speaking teachers were absent on the first observation; the second Spanish-speaking teacher was preoccupied with other activities and could not be observed on the scheduled date. On the second observation date, four Spanish teachers were absent.

+ Two aides were absent on the first observation date; one just resigned and the class has not been assigned a replacement, plus an aide was absent on the second observation date.

. Number of classrooms utilized:

Seven of the 13 bilingual classes were using two classrooms. Location of these two classrooms in one class created a concern because of their distance from each other. However, the layout of most of the classes using two rooms was excellent.

Comments were noted as follows:

"There are two classrooms used for instruction. Room 115 is used primarily for English instruction and Room 113 for Spanish instruction. Each room contains appropriate materials, though it is noticeable that Room 113 is the Spanish room.

"The materials in both classrooms were presented in such a way that one could not really tell which room was used only for Spanish instruction, which is good."

. Experience of Bilingual Staff

All the English teachers reported at least six years of teaching experiences, with teaching experiences ranging from 6-11 years. The Spanish-speaking teachers reported teaching experiences which varied widely, from 1 to 14 years. Among the Bilingual teaching assistants, experience ranged from 1 to 4 years.

Staff	Mean Years of Experience	Variability
English Teachers	7.08	2.47
Spanish Teachers*	5.92	4.81
Teacher Assistants	1.83	1.14

* Ten out of 11 years were spent teaching in Cuba.
Nine out of 14 years were spent teaching in Puerto Rico.
Two out of three years were spent teaching in Puerto Rico.
Six out of seven years were spent teaching in Puerto Rico.

SECTION 1. MATERIALS IN THE CLASSROOM: FOCUS LANGUAGE

Mean per cent distribution of "yes" responses to the eight (8) items under this section are presented below by item and by observation.

	Item	First Observation	Second Observation
1.1	Evidences of individual word boxes or containers for Spanish words	59%	62%
1.2	Evidences of individual word boxes or containers for English words	62%	62%
1.3	Evidences of charts of Spanish words	100%	92%
1.4	Evidences of charts of English words	100%	92%
1.5	Evidences of displayed materials, e.g. rhyme in Spanish	62%	46%
1.6	Evidences of displayed materials, e.g. rhyme in English	62%	38%

C-5 (Continued)

Item		First Observation	Second Observation
1.7	Evidences of reading materials in Spanish	85%	95%
1.8	Evidences of reading materials in English	100%	90%

To summarize briefly, the Title VII Cleveland Bilingual Education Program classes received the highest scores for the following items:

1.3 Are there charts of words in Spanish for children to learn?
1.4 Are there charts of words in English for children to learn?

The lower scores are noted for the following items in the following order:

1.6 Are there displayed materials depicting rhymes in English (nursery rhymes, choral reading, poems, songs)?

1.5 Are there displayed materials depicting rhymes in Spanish (nursery rhymes, choral reading, poems, songs)?

1.1 Are there individual word boxes or other containers for words in Spanish which are appropriate for children at these grade levels?

1.2 Are there individual word boxes or other containers for words in English which are appropriate for children at these grade levels?

Some of the comments made in this section should be noted:

- "Bringing my own things....Books arrived too late....Can't make 2 plans. Need planning time. No help from Ms. ...." (Observers' comment: No coordination - no planning between the two teachers. Recommend strongly that English teacher be involved in in-service sessions)."
- "This is a very warm classroom with excellent visual aids."
- "In the color chart, marron was spelled as maron."
- "Excellent materials."
- "There is an abundance of materials in this classroom, especially in English because of 'Reading Impact.' It should be noted that there are many books in Spanish available for use that have not been found in other classrooms, e.g. the Santillana Readers. Also, there is evidence of multiculturalism in this classroom."

- "The materials were excellent and the teachers were imaginative and innovative in their use of them."
- "Very few materials in evidence. Two books, magazines or other reading materials in Spanish had just been received."
- "There are seven black students in the class, but there did not seem to be any books that reflected black culture."
- "The materials displayed in the classroom show the effort and imagination of these teachers, particularly Miss ...."

SECTION 2. MATERIALS IN THE CLASSROOM: PUERTO RICAN CULTURE

Mean per cent distribution of "yes" responses to the six items under this section are presented below by item and by observation.

	Item	First Observation	Second Observation
2.1	Evidences of materials or displays depicting Puerto Rican and American families, etc.	54%	32%
2.2	Evidences of materials or displays depicting information re: Puerto Rico	77%	60%
2.3	Evidences of materials or displays depicting information re: United States	77%	60%
2.4	Evidences of materials or displays depicting local information re: Cleveland	77%	60%
2.5	Evidences of materials or displays representing other ethnic groups	46%	31%
2.6	Evidences of materials or displays with persons of different ethnic groups interacting	46%	31%

To summarize briefly, the bilingual classes received the highest scores for the following items:

2.2 Are there classroom materials or displays that depict information, scenes, people, maps, or books about Puerto Rico?

2.3 Are there classroom materials or displays that depict information, scenes, people, maps, or books about the United States?

2.4 Are there classroom materials or displays that depict local information, local scenes, local people, local maps, pictures from a field trip to the neighborhood, or books about Cleveland, etc.?

The lower scores were noted for the following items:

3.5 Are there classroom materials and/or displays that represent ethnic groups other than those of the children in the group?

3.6 Are there classroom materials or displays showing persons (children) belonging to different ethnic groups interacting with each other?

Some of the comments of Observers are noted below:

- "The materials in Room 105 appear to be basically the same as they were, when this classroom visited several months ago. The materials in Room 207 are very recent."

- "There is a globe and a world map in the English dominant classroom."

- "There are 5 maps of Puerto Rico, but none of the U.S. except in a world globe. I wouldn't think, though, that maps would be especially important in 1st grade."

- "There were no displays for other ethnic groups, however, this is not necessarily needed, since the materials displayed adequately represent the cultures present in the classroom."

- "The materials in the room are extremely relevant for the students."

- "The only things noticeably missing are materials representative of ethnic groups other than those present in the classroom. This is not necessarily bad since the teachers are focusing on the cultures present in the classroom."

- "Some materials available, but are sufficient."

- "Most of the displays are seasonal or instructional and is of neutral cultural nature."

- "Displays are more seasonal (winter) than cultural. A corner is devoted to Puerto Rican displays (next to the American flag, ironically)."

- "Both language and cultures were very well presented."

- "Many materials, most of neutral cultural content - designed for academic purposes."

- "I am concerned about the ethnic mix at ____. Only seven Spanish-surnamed students appear on the class roster out of 30 students. If this is so, is there really a need for bilingual education at ____?"

- "Very few materials."

1. "[illegible]"

2. "[illegible] [illegible] [illegible]"

3. "[illegible]"

4. "[illegible] [illegible] [illegible]"

5. "[illegible] [illegible] [illegible] [illegible]"

6. "[illegible]"

7. "[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]"

8. "[illegible] [illegible]"

SECTION 3: [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [

	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]:

(1.0) [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

C-6 (Continued)

	Yes	No	COL. NO.
8. Is there separate instruction in the Spanish and English languages?	1	2	(16)
9. Are there some teaching activities which use both Spanish and English?	1	2	(17)
10. Are there children who use both Spanish and English languages in talking with other children?	1	2	(18)
11. Can the children understand teachers' directions?	1	2	(19)
12. Does the teacher assistant work with children in the classroom?	1	2	(20)
13. Does the class represent what you would like to see in a bilingual class?	1	2	(21)

Comment: _____

_____

_____

_____

_____

_____

C-7

REGISTRO DE OBSERVACION DE CONCILIO DE PADRES
TITLE VII CLEVELAND BILINGUAL EDUCATION PROGRAM
ABRIL, 1975

COL. NO.

NOMBRE _____ FECHA Y HORA _____ (1-3)
OBSERVADOR (PAC)

ESCUELA _____ [ ][ ][ ] (4-6)

Marque una "X" dentro del cuadro disponible que corresponda a usted.
MARQUE UNO SOLAMENTE.

Padre de niño en la clase Bilingüe. [4]
Padre sin niño en la clase Bilingüe. [3]
Persona de la comunidad, interesada [2]
Otra (especifique) _____ [1] (7)

_____

Marque una "X" dentro de uno de los cuadros que describa sus experiencias en clases que actualmente estan en efecto.
MARQUE UNO SOLAMENTE.

Yo nunca he visitado un salón. [1]
Yo he visitado clases que no conciernen al Programa Bilingüe. [2]
Yo he visitado clases Bilingüe en el pasado. [3] (8)
En el pasado he visitado clases Bilingüe y no-Bilingüe. [4]

INSTRUCCIONES: Observe con cuidado lo que está sucediendo en el salón de clase. Mire los materiales y excibiciones que se facilitan para los niños. Permitase de 30-45 minutos para observar lo que está sucediendo en el salón de clase. Luego, marque abajo, en la columna apropiada la información que se requiere.

	SI	NO	
1. ¿Hay cantillas de palabras en español para los niños aprender?	[1]	[2]	(9)
2. ¿Hay cantillas de palabras en inglés para los niños aprender?	[1]	[2]	(10)
3. ¿Hay materiales de lectura (libros, revistas) en español que reflejen el interes, la edad, y cultura del niño?	[1]	[2]	(11)
4. ¿Hay materiales de lectura (libros, revistas) en inglés que reflejen el interes, la edad, y cultura del niño?	[1]	[2]	(12)
5. ¿Hay materiales o exhibiciones que representen claramente las familias, los hogares y la cultura Hispanoamericana (Puerto Rico) y Americana?	[1]	[2]	(13)

C-7 (Continued)

6. ¿Hay materiales en el salón de clase o exhibiciones (tales como: vistas, personas, mapas o libros) acerca de Puerto Rico? [1] [2] (14)

7. ¿Hay materiales en el salón de clase o exhibiciones (tales como: vistas, personas, mapas o libros) acerca de los Estados Unidos? [1] [2] (15)

8. ¿Hay instrución separada en los lenguajes ingles y español? [1] [2] (16)

9. ¿Hay algunas actividades de enseñanza que usan ingles y español? [1] [2] (17)

10. ¿Hay niños que usan los dos idiomas ingles y español cuando hablan con otros niños? [1] [2] (18)

11. ¿Pueden los niños entender la instrucciones de las maestras? [1] [2] (19)

12. ¿Trabaja la asistente a maestra con los niños en el salón de clases? [1] [2] (20)

13. ¿Representa la clase lo que usted le gustaria ver en un salón de clases Bilingüe? [1] [2] (21)

Comentario: _____

_____

_____

_____

_____

_____

C-8

TITLE VII CLEVELAND BILINGUAL EDUCATION PROGRAM
1974-1975 PARENT QUESTIONNAIRE

To: Parents of Bilingual Program Participants

From: Staff, Title VII Cleveland Bilingual Education Program

Parents like you, should have a voice in the planning of a unique program such as the Title VII Cleveland Bilingual Education Program. We encourage parents to express their ideas to us, although we realize that it is not always possible for you to do so, for a variety of reasons. We request that you complete this questionnaire to let us know what you think.

. Mark an "X" in the box to show the relationship to the child, by the person completing the questionnaire:

COL. NO.

(1) ☐ 1 Mother ☐ 3 Grandmother ☐ 5 Aunt ☐ 7 Foster parent
☐ 2 Father ☐ 4 Grandfather ☐ 6 Uncle ☐ 8 Legal guardian ☐ 9 Other

. What is your native language? (Mark one box only).

(2) ☐ 1 English ☐ 2 Spanish ☐ 3 Other (Indicate) _____

. At home, I speak to my child(ren) most of the time in (mark one box only):

(3) ☐ 1 English ☐ 2 Spanish ☐ 3 Both Spanish and English

. At home, my child speaks to me most of the time in (mark one box only):

(4) ☐ 1 English ☐ 2 Spanish ☐ 3 Both English and Spanish

. How long have you been in the U.S. (mark one box only):

(5) ☐ 1 Less than one year ☐ 2 2-3 years ☐ 3 4-5 years
☐ 4 6-8 years ☐ 5 More than 8 years ☐ 6 All my life

. Have you ever traveled to, or lived in a country other than the United States?

(6) ☐ 1 Yes ☐ 2 No If yes, in what country? _____

. Have you heard of the Cleveland Bilingual Education Program?

(7) ☐ 1 Yes ☐ 2 No

. If yes, how did you hear about it? (Mark all that apply):

(8) ☐ 1 From my child

(9) ☐ 1 Somebody from the Project (School) visited me

(10) ☐ 1 At school, from the teachers or principal

(11) ☐ 1 From the community, in meetings

(12) ☐ 1 Another parent (friend, neighbor) told me

(13) ☐ 1 Newspapers, radio, TV

(14) ☐ 1 Other (Indicate) _____

. Do you know your child is in the Bilingual Program?

(15) ☐ 1 Yes ☐ 2 No

(25) ☐ 1 None ☐ 2 1-2 meetings ☐ 3 3-4 meetings ☐ 4 5-6 meetings ☐ 5 7-8 meetings ☐ 6 More than 8 meetings

. I could not come to school or attend parent meetings this year, because (mark all that apply):

(17) ☐ 1 I work during the day

(18) ☐ 1 I have very young children

(19) ☐ 1 Illness

(20) ☐ 1 I go to school

(21) ☐ 1 No transportation

(22) ☐ 1 I don't know anybody who does

(23) ☐ 1 I was not invited

. During the year, I have been asked to visit my child's class or school by (mark all that apply):

(24) ☐ 1 By phone

(25) ☐ 1 By note or letter

(26) ☐ 1 By a Project staff

(27) ☐ 1 By my school

(28) ☐ 1 By another parent, friend, or neighbor

. Mark an "X" inside the box beside every statement that applies to your child:

(29) ☐ 1 My child enjoys going to school more than he used to.

(30) ☐ 1 My child seems to know more about the Spanish language.

(31) ☐ 1 My child seems to be falling behind in his learning

(32) ☐ 1 My child is more understanding of other children who are different from him

(33) ☐ 1 My child seems to feel good/proud about his background

(34) ☐ 1 My child seems to be learning more at school

(35) ☐ 1 My child does not like to be in his class

(36) ☐ 1 My child appears to be more confident about his ability

(37) ☐ 1 My child seems to know more English

(38) ☐ 1 My child appears to be more motivated to learn

. Are any members of your family able to speak more than one language?

(39) ☐ 1 Yes ☐ 2 No

Para: Padres Participantes del Programa Bilingüe

De: Formidad, Programa de Educación Bilingüe de Cleveland, Título VII

Padres como usted, también participaron en el planeamiento del Programa Bilingüe de Cleveland, Título VII. Nosotros invitamos a los padres a expresarnos sus ideas. Tenemos muchos compromisos que se nos permite para alcanzar metas particulares en el programa, son varias razones. Nosotros deseamos que usted complete este cuestionario y nos deje saber su opinión.

. Marque con una "X" en el cuadro que describa su parentesco con el niño.

(1, 2)
☐ Padre ☐ Madre ☐ Tío ☐ Padrastro

(3)
☐ Padre ☐ Madre ☐ Tío ☐ Persona Encargada ☐ Otros

. ¿Cuál es su lengua nativa? (Marque X cuadro solamente).

(3)
☐ Inglés ☐ Español ☐ Otro (Indique) _____

. En la casa, su hablo con sus hijos mayormente en (marque X cuadro solamente):

(3)
☐ Inglés ☐ Español ☐ Inglés y Español

. En la casa, sus niños se hablan mayormente en (marque X cuadro solamente).

(4)
☐ Inglés ☐ Español ☐ Inglés y Español

. ¿Cuantos años tiene viviendo en los Estados Unidos? (Marque X cuadro solamente)

(5)
☐ Menos de un año ☐ 1-3 años ☐ 4-5 años
☐ 6-8 años ☐ Más de 9 años ☐ Toda mi vida

¿Ha viajado a otro país fuera de los Estados Unidos? (Marque X cuadro solamente):

(6)
☐ Sí ☐ No Si sí, ¿a qué país? _____

¿Ha escuchado del Programa Bilingüe de Cleveland?

(7)
☐ Sí ☐ No

. Si es sí, ¿Cómo escuchó a cerca del Programa Bilingüe? (Marque todas las que se apliquen).

(8)
☐ Por mi hijo(a)

(9)
☐ Objetivos del programa de niveles

(10)
☐ No lo recuerdo, por las maestras o el principal

(11)
☐ Por la comunidad, en reuniones

(12)
☐ Otras partes (amigos, vecinos) no lo dijo

(13)
☐ Periódicos, radio, televisión

(14)
☐ Otros (indique) _____

. ¿Desea usted que su niño esté en el Programa Bilingüe?

(15)
☐ Sí ☐ No

[illegible]